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Grade 4

Treasures

Practice Book



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Name _____

allergies

consideration

assignments

consume

suspicious

evidence

accuse

Write a complete sentence to answer each question below.
In your answer, use the vocabulary word in bold type.

1. Why would a detective be **suspicious** if someone got caught telling a lie?

2. How does a detective make sure that **evidence** is not destroyed?

3. What does a detective give careful **consideration** to?

4. Will a detective **accuse** someone when all the clues are in?

5. Did the suspects come to the table only to **consume** a meal?

6. If Tanya has **allergies**, can she avoid sneezing at the crime scene?

7. Do detectives get **assignments** every day?

Now use one of the words above in a sentence of your own.

8. _____

Name _____

A story usually begins by introducing a character and the **problem** he or she has. The steps the character takes to solve the problem are the **events** of a story. A story ends with the **solution** to the problem. The problem, events, and solution make up the **plot** of a story.

Read the passage and each question. Underline the answer in the passage and then write the answer.

A box came in the mail for Denisha, but it had no return address. When Denisha opened the box, she found a blue jacket and matching pants. She tried on the pants and jacket. They fit perfectly, and blue was Denisha's favorite color. She wanted to thank the sender. She asked her mother and sister if they had mailed the package, but they both said no. Denisha looked again at the outside of the box, and then she smiled. "I figured it out! The stamp says that the box was mailed from Detroit. Grandma lives there. She must have sent it."

1. Who is the main character? _____
2. What is the problem? _____

3. What is the first thing Denisha does to solve her problem? _____

4. How does Denisha solve her problem? _____

5. What might happen next? _____



Name _____

As you read *The Mystery of the Missing Lunch*, fill in the Problem and Solution Chart.

Problem
↓
Action
↓
Action
↓
Action
↓
Solution

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How does the information you wrote in the Problem and Solution Chart help you to analyze *The Mystery of the Missing Lunch*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to end punctuation in each sentence.

9 Todd's mother had a problem. "I've lost my favorite
 20 white scarf," she said. Todd wanted to help her find it.
 29 He searched under tables and behind chairs. He looked
 40 in closets and under the beds. He didn't see the scarf
 41 anywhere.
 49 Todd wasn't worried, however. He was an experienced
 60 detective. He had solved many cases in the past. Once he
 71 found his father's lost baseball cap behind an old paint can
 81 in the garage. Another time he found his mother's keys
 92 among the leaves of a houseplant. In fact Todd had solved
 103 every case he had ever worked on. He thought he could
 107 complete this assignment, too.
 116 Todd took out his handy detective notepad and pen.
 125 He asked his mother several questions, as any good
 127 detective would.

Comprehension Check

1. What problem is Todd trying to solve? **Problem and Solution**
2. How does Todd plan to find the scarf? **Problem and Solution**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A **chart** is a good way to organize information.

Erik asked third-, fourth-, and fifth-graders in his school what kind of mysteries they have solved. The chart below shows what he learned.

Use the information in the chart to answer the questions.

Kind of Mystery	Number of Students	Percent of Students
Found a missing object	47	58%
Found out who did something	21	27%
Found out what happened	12	15%

- What kind of mystery did most students solve? _____

- How many students found out what happened? _____
- What percent of students found out who did it? _____
- What percent of students found a missing object? _____
- Were there more students who found out what happened or more students who found a missing item? _____

- If some students said they had never solved a mystery, how would you change the chart? _____



Name _____

Look at this dictionary entry for an unfamiliar word. Use the definition and sample sentence to help answer the questions that follow.

purloin *verb* **1.** to steal; to take something secretly and without permission. *He planned to purloin the diamonds.*

1. What does *purloin* mean, in your own words?

2. Use *purloin* in another sentence.

3. How would you find the meaning of the word *abscond*?

4. Write the meaning of *abscond* below.



Name _____

Each vowel has a long and a short sound. The **short vowel sounds** are as follows:

a as in *flat* **e** as in *shelf* **i** as in *mill* **o** as in *blot* **u** as in *sum*

When a vowel is in the middle of two consonants, it usually has a short sound.

Read the sentences below. Circle each word that has a short vowel between two consonants.

1. The police found the cash behind the shelf.
2. One thief ran to the dock.
3. One thief had a plot to steal the bell.
4. The thieves hid behind a big tree.
5. They lay flat on the grass.

Circle the words with short vowel sounds. Then use three of them in sentences.

plate left bleat cove load mill past neat leave crunch plum

6. _____

7. _____

8. _____



Name _____

climate
lurksilken
shimmerlumbering
eerie

swallows

Substitute a vocabulary word for the underlined word or words in each sentence.

1. The rattlesnake's rattle makes a scary sound, warning us to keep out of its way. _____
2. Alligators often lie in wait in the reeds until small animals come near.

3. A bear's heavy, awkward step warns small creatures in its path.

4. The surface of frozen ponds glow brightly in the winter sunlight.

5. Cacti are plants adapted to dry weather for most of the year.

6. A snake gulps its prey without chewing. _____
7. A spider's web is made of soft, smooth strands. _____

Choose three vocabulary words and use them in one sentence.

Name _____

Comprehension:
Main Idea and Details

The **main idea** of a selection tells you what it is all about. The supporting **details** in the selection help you to understand the main idea. The main idea is often, but not always, stated in the first sentence.

Read the passage and answer the questions that follow.

Many newborn rattlesnakes do not survive their first year of life. A baby rattlesnake is only about 10 inches long. Although they have short fangs and a poisonous bite, they are often eaten by birds and animals. The adult rattlesnakes do not raise their young. The young snakes are entirely on their own. Many die of hunger. In the winter they die if they do not find a warm place where they can hibernate.

1. What is the main idea of this passage?

2. What supporting details tell you how young rattlesnakes are in danger? List two details on the lines below.

3. What supporting detail tells you how baby rattlesnakes can survive in the winter?

4. What supporting detail tells you how baby rattlesnakes can attempt to defend themselves?



Name _____

Comprehension:
Main Idea and Details

As you read *A Walk in the Desert*, fill in the Main Idea Chart.

Main Ideas	Details

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How does the information you wrote in the Main Idea Chart help you to summarize *A Walk in the Desert*?



Name _____

As I read, I will pay attention to tempo.

10 The Sahara is the world's largest desert. It is nearly
 20 the size of the United States. The Sahara extends over
 29 10 countries in northern Africa. Like all deserts, it gets
 fewer than 10 inches (24 cm) of rain a year.

37 In parts of the Sahara, you can see nothing but sand for
 49 miles. A sand dune forms when wind carries sand over a
 60 large rock. The sand drops, and gradually a hill of sand
 71 grows.

72 However, about 80 percent of the world's deserts are
 80 not sandy. This is true within the Sahara as well. Deserts
 91 begin as rock. The rock is worn away and broken apart by
 103 wind, rainstorms, and changing temperatures. Over time,
 110 the rock is broken into smaller and smaller pieces. The
 120 rock breaks down first into boulders, then into stones, and
 130 finally into sand. In some places, the Sahara is made up of
 142 huge rocks and gravel. 146

Comprehension Check

1. What makes the Sahara a desert? **Main Idea and Details**
2. State the details of how a desert is formed. **Main Idea and Details**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Assonance is the repetition of the same or similar vowel sounds in two or more words. For example:

We played in the rain today.

A **metaphor** compares two different objects or ideas and states that one is the other. For example:

A hawk is a feathered airplane circling in the desert.

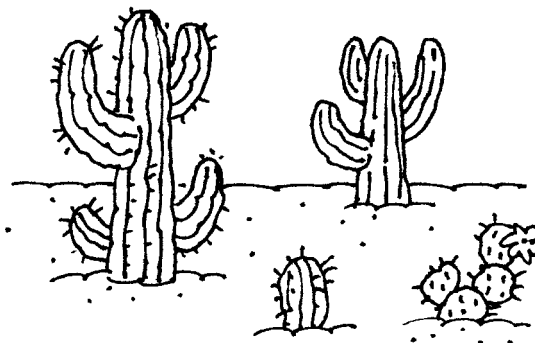
Read the poem and then answer the questions.

Cactus

Tough spiny plant.

Water hiding inside.

A secret, shaded oasis for me.



1. What two things are being compared in this metaphor?

2. How is a cactus like an oasis?

3. What words in the poem are an example of assonance?

4. On the lines below, write a metaphor about one of the following.

desert tortoise

wood rat

rattlesnake

roadrunner

lizard



Name _____

Sometimes **surrounding words** can provide the context you need to figure out the meaning of an unfamiliar word.

Read the following sentences. Circle the answer with the words that best fits in the blank.

1. A **border** _____ often separates one country from another.
a. of green flowers b. such as a river
2. **Venomous** snakes, _____, kill prey with their poisonous bite.
a. including rattlesnakes b. in the zoo
3. In the west, the open **range** of _____ gradually became fenced in.
a. empty plains b. deep lakes
4. Many desert animals hide from **predators** _____.
a. like cows b. such as foxes
5. At high **elevations** _____ there are fewer trees and plants.
a. under the ocean b. near the top of mountains
6. **Fledglings**, _____ hatch from eggs in the spring.
a. such as baby wrens b. such as full-grown hawks
7. **Nocturnal** animals, _____, look for food between dusk and dawn.
a. like bats and owls b. like whales and dolphins
8. Western farmers plant **orchards** full of _____.
a. orange and lemon trees b. chickens



Name _____

Phonics: Long *a*

The long *a* sound can be spelled the following ways:

ay today, stray

ai rail, drain

a_e slate, graze

ei neigh, sleigh

ea break, great

Read the following sentences. Write the words in the sentences that have a long *a* sound on the lines below.

1. The baby wood rats played outside today.

2. Does it take long to make a crate for a rattlesnake?

3. Rain in the desert can cause a great flood.

4. Desert sunsets paint the sky bright colors.

5. Did you see the snake that just slithered across the trail?

6. Don't break away from the trail when walking in the desert.

7. We heard the stray horses neigh as they grazed on desert bushes.

8. We hiked in the desert until my legs ached and I felt faint.



Name _____

Read the vocabulary words. Use the clues to complete the puzzle.

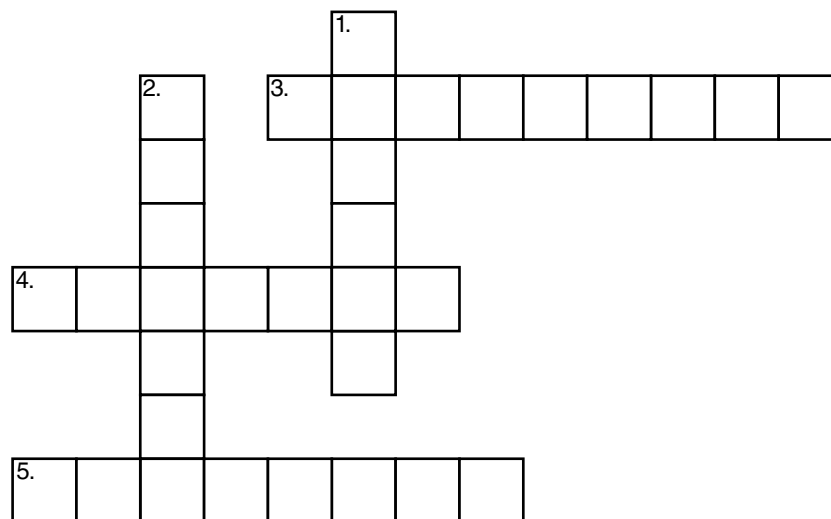
roamed

completed

journey

natural

wildlife

**Across**

3. finished

4. trip

5. untamed animals

Down

1. wandered

2. not artificial

Write a sentence using two of the words.

6. _____

Name _____

The **main idea** of a selection tells you what it is about.
The supporting **details** in the selection help you understand the main idea.

Read the paragraph below. Then identify the main idea and three details that support it.

Cumberland Gap National Park is under attack! A plant called *kudzu* threatens the park's ecosystem. Few animals eat kudzu and it grows so fast it's been called "the vine that ate the South." It can grow a foot a night! It grows even after it has been dosed with herbicide, or plant killer. That's bad news for native plants and trees. Kudzu grows right over them. It takes the sunlight plants need to live. Bits of kudzu came to Cumberland stuck to truck tires. The trucks were there to build a road. Now park rangers cut kudzu back. They apply herbicide to the plant's huge root. They could bring in goats because goats eat kudzu. But goats also eat native plants. Solving the kudzu problem will be tricky.

1. Main idea:

2. Supporting detail:

3. Supporting detail:

4. Supporting detail:



Name _____

As you read *Animals Come Home to Our National Parks*,
fill in the Main Idea Chart.

Main Ideas	Details

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How does the information you wrote in the Main Idea Chart help you
to summarize *Animals Come Home to Our National Parks*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to the pronunciation of vocabulary words and other hard words.

Acadia National Park has dark green mountains. When
 8 you look down from these mountains you see the icy
 18 Atlantic Ocean. You see ocean waves crashing against
 26 rocky shores. These 48,000 acres (194 sq km) of **natural**
 34 beauty have a long history. It is a history full of stories
 46 about people who loved this land of mountain and sea.
 56 These people worked to make sure that everyone could
 65 enjoy it.

Acadia National Park is spread out over a group of
 67 islands off the coast of Maine. Most of the park is on
 77 Mount Desert Island. The park has beautiful freshwater
 89 lakes and ponds. There are trails for hiking in the
 97 mountains or walking by the shore.

As you read, you will learn about the history of
 113 this park. 125

Comprehension Check

1. What is the main idea of the first paragraph? **Main Idea and Details**
2. What details would you use to describe the natural beauty of the park?
Main Idea and Details

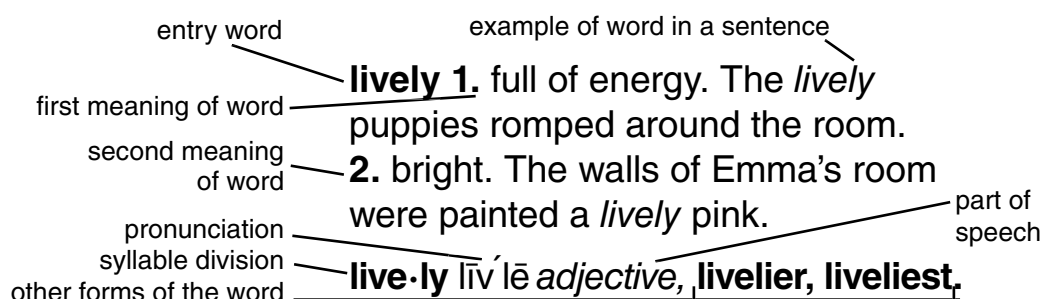
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A dictionary entry lists more than just a word's meanings. It also includes its pronunciation, part of speech, and examples of how to use the word.

Read the dictionary entry below. Then answer the questions that follow.



1. What is the entry word? _____
2. How many syllables does this word have? _____
3. To pronounce the word *lively*, is the vowel in the first syllable long or short? _____
4. What part of speech is *lively*? _____
5. Which definition best describes a fourth-grade class at recess?

6. What other forms of *lively* are listed in the entry? _____



Name _____

A **compound word** is made up of two words. If you know the meaning of both smaller words, you can usually figure out the meaning of the compound word.

Put a mark in the underlined word to show the two separate words. Then answer the question.

1. Becky wanted to find an old Cherokee arrowhead on her family's camping trip.

What does it mean? _____



2. They built a campfire on high ground to make supper.

What does it mean? _____

3. When the park ranger stopped by, Becky's dad gave him a handshake.

What does it mean?

4. The park they were in had birds, deer, and other wildlife.

What does it mean? _____

5. The woods were full of evergreen trees, such as pine and fir.

What does it mean? _____



Name _____

The letters **ea**, **ee**, and **ie** often stand for the long e sound, as in **mean**, **meet**, and **thief**.

Use the following words to complete the riddles.

leave beef please bee piece peeling cheese

1. What do you call a cow on the ground?

ground _____

2. What do you call a fly with one wing and two noses?

I don't know, but when you find out, _____ let me know.

3. Why did the boy eat his homework?

His teacher told him it was a _____ of cake.

4. Where do you _____ your dog while you shop?

at a barking lot

5. Why did the banana go to the doctor?

He wasn't _____ well.



6. What kind of mouse does not eat _____?

a computer mouse

Circle any other words you find in the riddles with the letters **ee**, **ea**, and **ie**.



Name _____

endless
sensibleuniverse
astronautprotested
paralyzed

realistic

Replace the underlined words with one of the words from the vocabulary list.

1. He was an excited space traveler zooming toward Mars. _____
2. I complained about traveling alone. _____
3. A trip in space may seem without a finish. _____
4. The film about space travel was the way things are. _____
5. His plan for launching a rocket was not well thought-out.

6. Scientists are studying everything in space. _____
7. The astronaut seemed unable to move when he climbed outside the spaceship. _____

Use three of the vocabulary words in sentences of your own.

8. _____

9. _____

10. _____

Name _____

Understanding the **characters** and the **setting** can help you understand what happens in a story.

Read the passage. Then answer the questions that follow.

When she was little, Andrea lived near the Kennedy Space Center. Her mother always took her there to watch the rockets launch. As Andrea grew up, she realized that she wanted to do more than just watch rocket launches. More than anything, she wanted to be an astronaut, but she wasn't sure that she could be one.

Her mother told her, "If you want something, the important thing is that you try your best." Andrea ate well and exercised. She studied hard in all her subjects. After college she learned to fly jet planes.

Andrea's dream came true. She became an astronaut and took many trips into space.

1. Who are the characters in this story?

2. What is the setting when Andrea is a little girl?

3. How did Andrea's mother help her achieve her goal?

4. In most plots, a character changes. How did Andrea change in the story?



Name _____

As you read *The Astronaut and the Onion*, fill in the Character Web.

The image contains two identical Character Web diagrams. Each diagram consists of a central oval connected to four surrounding empty ovals. The top diagram's central oval is labeled 'Character: Gloria' and the bottom diagram's central oval is labeled 'Character: Dr. Street'.

Character:
Gloria

Character:
Dr. Street

How does the information you wrote in the Character Web help you analyze and make inferences about *The Astronaut and the Onion*?



Name _____

As I read, I will pay attention to pauses, stops, intonation, and the characters' words.

Rahul was staring anxiously out the spaceship window.
 8 “Mom, how long ’til we get there again?” he asked.
 18 His sister Shona laughed. “Rahul, didn’t you just ask her
 28 ten minutes ago? And she said two hours?”
 36 From her seat at the control panels, **Astronaut** Amla
 45 Gupta smiled. “Now kids,” she said, “there’s no point in
 55 arguing about it. We’ll get there when we get there. Why
 66 don’t you play with the other kids? I thought I saw Carlos
 78 and Keisha and Fatima playing space tag on the landing.”
 88 The Guptas were on their way to Space Station 88
 97 for the summer with ten other families. The station had
 107 been abandoned for 50 years.
 111 Now the space station was needed for research. So the
 121 families would spend the summer fixing it up. In the fall,
 132 a caretaker would live there. 137

Comprehension Check

1. What are the families going to do at Space Station 88? **Character**
2. What kind of people are Rahul and Shona? **Character**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A **diagram** is a drawing that presents information. Some information is easier to understand by looking at a diagram.

Lengths of American Rivers

St. Lawrence—760 miles



Brazos—840 miles



Columbia—1,150 miles



Colorado—1,450 miles



Mississippi—2,350 miles



Use the diagram to answer the questions.

1. What is the diagram about? _____
2. What rivers are included? _____

3. Which river is longest? Which is shortest? _____

4. What can you use this diagram to do? _____

5. Where in the diagram would you put a river that is 1,320 miles long?



Name _____

When you are reading and come to a word you do not know, a dictionary can tell you what the word means and how to say it.

dis•tort (di stôrt´) *verb.* **1.** to twist the meaning of something. *The reporter distorts what people say.* **2.** to twist out of shape. *The mirror distorts my face when I look into it.*

A phonetic spelling tells you how to say the word. Notice that *distort* is divided into two parts. Each part is called a **syllable**.

The accent mark (´) after the second syllable shows you which syllable to stress when pronouncing the word.

Use the dictionary entry above to answer these questions.

1. Which meaning of *distort* do you find in the following sentence?

Eduardo twisted the hanger and distorted its shape.

a. Meaning #1

b. Meaning #2

2. True or false: *distort* has two syllables.

a. true

b. false

3. Which is the correct way to say *distort*?

a. di´ stôrt

b. di stôrt´

4. Use *distort* in a sentence of your own. Then write the number of the meaning you used.

I used meaning # ____.



Name _____

Phonics: Long *i*

Remember the following common spellings for the **long *i* sound**: *ie*, *i-e*, *igh*, *i*, and *y*.

Complete the following sentences with one of these long *i* words.

kind drive kite wipe pride sky prime
sly sigh fright pies spy twice find

1. The rocket rose up into the _____.
2. What _____ of person becomes an astronaut?
3. Fernando went outside on a windy day to fly his _____.
4. The spaceship orbited the moon not once, but _____.
5. The astronauts wanted to _____ life on Mars.
6. It's much easier to _____ a car than to pilot a spaceship.

Circle the word in each pair that has the long *i* sound.

7. fit fight
8. dine done
9. fleas flies
10. rip ripe
11. trim try
12. high hog



Name _____

Fill in each blank with the correct vocabulary word.raft
downstreamscattered
cluttereddisgusted
nuzzle

1. I'll never forget the first time I floated down a river on
a _____.
2. The river rushed me _____.
3. On the side of the river, leaves were _____ here and there.
4. I passed a house. The front porch was _____ with old
furniture and newspapers.
5. I saw a mother dog _____ her puppy.
6. I was _____ when I saw paper and cans in the water.

Write four more sentences about the end of this trip. Use an antonym of the words from the box in each sentence.

7. _____

8. _____

9. _____

10. _____

Name _____

The **characters** are the people, and sometimes animals, in a story. The **setting** is where and when a story takes place. The **plot** is what happens in the story.

At last we arrived at the ocean cottage. My brother and I were too excited to look around the house. We ran out to explore the shore. There were tide pools and seaweed, and minnows swimming in a tide pool. When I stuck my hand in the water, the little fish darted under a piece of seaweed. Farther down the rocky coast, we saw a seal resting on a rock!

My brother and I were so excited about seeing the seal that we had a hard time falling asleep that night. The next morning we ran to find the seal again. It was gone! But then we heard barking. In the shallow water near the shore, a dark head looked at us, barked once again, and disappeared below the water.

1. Name the setting of the passage.

2. Who is the main character?

3. What happens in the first part of the story?

4. What important discovery do they make while they are exploring?

5. How does the story end?



Name _____

As you read *The Raft*, fill in the Setting Flow Chart.

Setting

Event	→	Character's Reaction
--------------	---	-----------------------------

Event	→	Character's Reaction
--------------	---	-----------------------------

Event	→	Character's Reaction
--------------	---	-----------------------------

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How does the information you wrote in the Setting Flow Chart help you to analyze and make inferences about *The Raft*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to the pace and tempo and try to match the action of the story.

9 “Are we there yet?” Jamal asked, crossing his arms
 12 across his chest.
 20 “Almost, honey,” his mom replied. “Look out the
 24 window. Isn’t it beautiful?”
 34 Jamal didn’t answer, but he did look. Out his mom’s
 46 window, all he could see was a rising, rocky cliff. Out his
 56 own window, the cliff dropped down, and Jamal could see
 65 the road winding below them. Below that were green
 74 fields. A few houses and farms were **scattered** about.
 87 The city was a long way away. It felt like they had been
 89 driving forever.
 99 They were driving up into the mountains to spend a
 111 week at a ranch. His mom had lived at this ranch when
 121 she was a little girl. “Some vacation,” Jamal thought to
 122 himself.

Comprehension Check

- How does Jamal feel about his vacation? **Character, Setting, Plot**
- How do you know that Jamal’s mom probably enjoyed the ranch?
Character, Setting, Plot

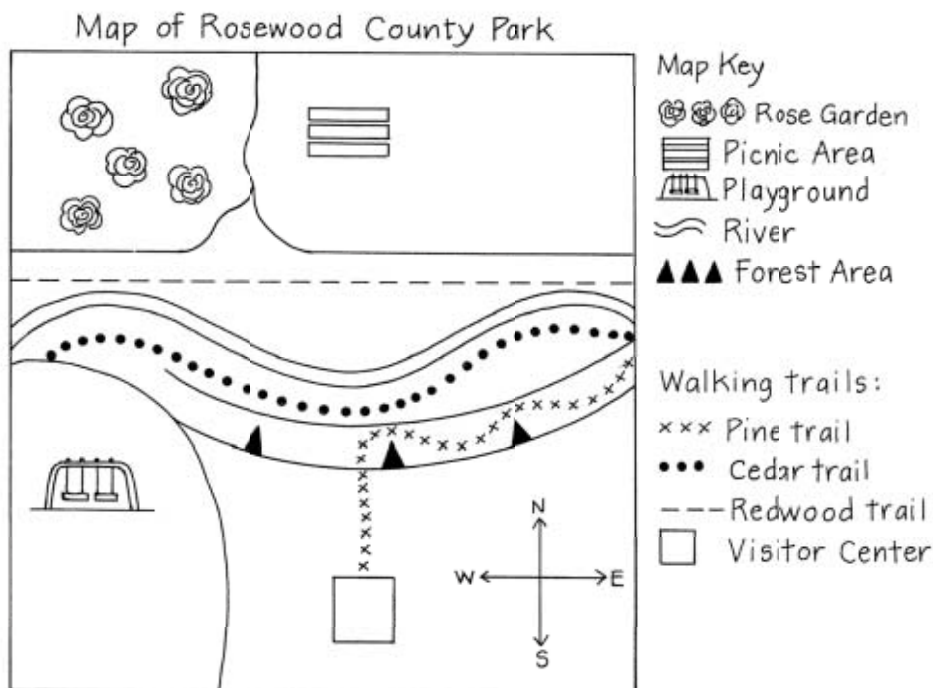
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A **compass rose** shows north, south, east, and west. The **map key**, or **legend**, explains the symbols on the map.

Use the map to answer each question.



- The picnic area is to the east of _____.
- Which trail would you take to walk through the forest area?

- Can you take the Cedar trail to get to the Redwood trail? Explain.

- It is possible to get from the Visitor Center to the Rose Garden. What is missing from the map? _____



Name _____

Sometimes you will find a word in a story that you do not know. Read the sentence the word is in, as well as the sentences around the word. They will often give a clue to its meaning.

Look for a clue to the meaning of *disappeared* below:

Dust rose up behind Dad's car as it disappeared into the pines. Then I **could no longer see it**.

The phrase **could no longer see it** is a context clue.

Circle the letter next to the word or words that help you find the meaning of the underlined word.

1. The exchange student looked wistfully at her sister's photo.
 - a. looked at
 - b. sister's photo
2. We were going to the swamp, and I was sure I would hate the soggy, wet land.
 - a. I was sure I would hate
 - b. the soggy, wet land
3. The otters slid down the riverbank and jumped into the water. It was such fun to watch the furry, playful animals.
 - a. slid down the riverbank
 - b. furry, playful animals
4. I swam out to the raft and pulled myself up using the rope that held the logs together.
 - a. the rope that held the logs together
 - b. and pulled myself up
5. We paddled upstream, forcing our boat to move against the river's flow.
 - a. paddled
 - b. move against the river's flow



Name _____

Phonics: Long o

The long o sound can be spelled several different ways.
 stole (o_e) foam (oa) flow (ow) mold (o)

Fill in the blanks using each long o word in the box once.

boat	close	floating	shallow	know
most	don't	home	soaked	go
rowed	owned	Cole	foal	hoped

1. We were _____ in our _____.
2. Along the bank we saw the _____ beautiful white horse.
3. I asked _____ if he knew who _____ her.
4. He answered, "I _____."
5. Just then I caught sight of something small and brown and whispered,
"She has a _____!"
6. "How _____ do you think we can get?" I asked.
7. I _____ to feed them the leftover apples from our lunch.
8. We _____ until the bottom scuffed against something
below us and I stepped out to wade through the
_____ water to shore.
9. To my surprise I promptly sank instead. I got _____!
Cole thought it was hysterical!
10. "Let's _____," I grumbled.



Name _____

A. Draw a line to match the vocabulary word to the word or words that mean the opposite.**Column 1**

1. suspicious
2. silken
3. natural
4. protested
5. lumbering
6. scattered

Column 2

- a. agreed willingly
- b. dull and rough
- c. trusting
- d. moving gracefully
- e. artificial
- f. caused to go off in the same direction

B. Write the vocabulary word that has the same, or almost the same, meaning as the underlined word or words.climate
roamedaccuse
paralyzedjourney
completed

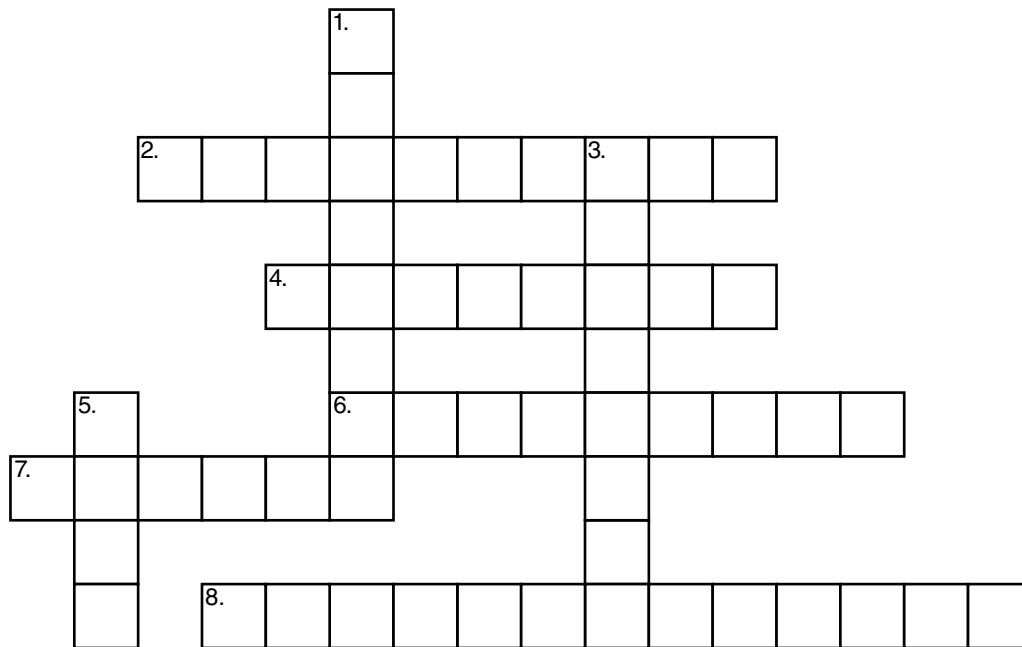
shimmer

1. The moon seemed to shine faintly in the sky. _____
2. He became unable to move with fear. _____
3. They wandered through the desert for days. _____
4. Finally, after two years, their long trip was over. _____
5. You can't blame him without any proof. _____
6. The normal weather in Siberia is cold and snowy. _____
7. When our work was finished, we returned home. _____

Now write a sentence of your own using two of the words in the box.

Name _____

A. Read each meaning. Write the vocabulary word in the puzzle grid.

**Across**

- 2. in the direction of the current
- 4. animals living in nature
- 6. moving in a clumsy manner
- 7. to touch or rub with the nose
- 8. careful thought

Down

- 1. having or showing good sense or sound judgment
- 3. proof
- 5. to hide in a sneaky manner

Name _____

muttered
legendarygaped
flukeinsult
flinched

snickering

Choose the correct word from the box to complete each sentence.

1. Jorge was angry because Tammy kept _____ when he struck out.
2. Jackie Robinson was a _____ baseball player. He was famous for his many skills.
3. When she missed the throw to first base, Danisha _____ quietly to herself.
4. I was so shocked when we won the baseball game that I _____ at my teammates in surprise.
5. When a baseball team wins by 12 runs, you hope it isn't just a _____.
6. I _____ when the ball came close to me.
7. Carla told Jefferson that he was a bad player. That was an _____.

Use three of the above words in sentences of your own.

8. _____
9. _____
10. _____

Name _____

An author has a purpose when he or she writes. Usually authors write to **entertain**, to **inform**, or to **persuade**.

Read the passages and answer the questions.

Theo sat on the bench and watched as Molly went to bat. She took a big swing at the first pitch and missed. On the next pitch she surprised everyone and bunted the ball. It rolled slowly towards third base, and Molly sprinted to first. She got to first safely. Theo thought to himself, "Wow, that was pretty tricky. The fielders thought that she was going to hit the ball hard, so they weren't ready for that bunt. Maybe I could try that some time."

1. What was the author's purpose in writing this story? _____
2. What helped you decide on the author's purpose?

Jackie Robinson is a member of the Baseball Hall of Fame. Born in 1919 in Cairo, Georgia, Robinson went to college at the University of California in Los Angeles. He played baseball after college and became the first African American baseball player in the major leagues. He played for the Brooklyn Dodgers for ten years. During that time they won six pennants. Robinson stole home 19 times and was named the Most Valuable Player in 1949.

3. What was the author's purpose in writing the passage? _____
4. What helped you decide on the author's purpose?



Name

As you read *Mighty Jackie*, fill in the Author's Purpose Map.

The diagram illustrates a process where multiple clues lead to a single author's purpose. At the top, there are three identical rectangular boxes, each labeled "Clue". Below each "Clue" box is a downward-pointing arrow. These three arrows point towards a single, larger rectangular box at the bottom labeled "Author's Purpose".

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How does the information you wrote in the Author's Purpose Map help you to analyze and make inferences about *Mighty Jackie*?

Name _____

As I read, I will pay attention to pauses, stops, and intonation.

8 Mildred Ella Didrikson was born on June 26, 1914, in
 18 Port Arthur, Texas. Mildred's father built a gym for his
 27 children in the backyard. The children played many sports,
 37 including baseball. Mildred was a good hitter. So the boys
 45 started calling her "Babe," after the **legendary** baseball
 55 player Babe Ruth. Ruth was famous for hitting home runs.
 66 It was no fluke that Babe Didrikson became a good athlete.
 73 Babe's father read newspaper articles about the 1928
 82 Olympic Games aloud to his children. Babe was 14 years
 94 old at the time. She began to dream about competing in the
 104 Olympics someday.
 114 Babe attended high school during the late 1920s. She
 124 excelled in every sport she tried. At only 5 feet (152 cm)
 tall and 105 pounds (48 kg), Babe was small. But she was
 strong. 125

Comprehension Check

1. Why does the author make it a point to explain Mildred Didrikson's nickname? **Author's Purpose**

2. How did Babe Didrikson's homelife help her to become an athlete?
Setting

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A **table** presents factual information—such as names, places, and numbers—in a compact form.

Look at the table from a sports almanac. Then use the table to answer the questions that follow.

The Top Five Pitchers in Baseball History

Name	Career Length	Games Won	Games Lost
Walter Johnson	21 years	417	279
Christy Matthewson	17 years	373	188
Sandy Koufax	12 years	165	87
Lefty Grove	17 years	300	141
Cy Young	22 years	511	316

1. What does this table tell you about these pitchers? _____

2. Which of the pitchers had the shortest career? _____
3. Which pitcher won the most games? _____
4. Which pitcher lost the fewest number of games? _____
5. Which pitchers had careers that lasted the same number of years?

6. Who scored highest in all three categories? _____



Name _____

When you come to a word you do not know in a passage, read the entire sentence. Other words in the sentence may give **clues** to the meaning of the unfamiliar word.

Circle the clue words in each sentence that help you figure out the meaning of the word in dark type.

1. The crowd was **stupefied** by how amazingly bad the team played.
2. The children were afraid of the **cantankerous** old man because he was angry and always yelled at them.
3. The whole-grain cereal was full of **nutrients** that keep athletes healthy.
4. Aldo hit the ball so hard that no one even saw the ball fly **swiftly** through the air.
5. The new stadium was so **colossal** that you could fit 80,000 people into it and still have tickets left over.

Write your own definitions for three of the words above. First write the word, then write what it means.

6. _____

7. _____

8. _____



Name _____

The letters **ch** and **tch** stand for the sound you hear in the following words.

chopped marching each pitcher match

Write the correct word on the line. Then circle the letters that make the *ch* sound.

1. I like to play _____.
a. coach b. catch c. cheat
2. Shannon wants to _____ her brother how to play baseball.
a. chat b. catcher c. teach
3. The fans _____ when Tanika hits a home run.
a. cheer b. reach c. hatch
4. There is _____ all around the baseball.
a. inch b. chin c. stitching
5. Mario thinks there is too _____ talk about how he won the game.
a. change b. twitch c. much
6. Write a silly sentence using words with *ch* and *tch*.



Name _____

overheard
unionsopportunities
strikesboycotts
border

citizen

Choose the correct word from the box to complete each sentence.

1. Sometimes workers go on _____ to demand higher pay.
2. In America a _____ can vote to choose leaders in the government.
3. Some workers join _____ with other people who do the same job.
4. Mexico shares a _____ with the United States.
5. Robert _____ his parents whispering about their exciting plans for the new year.
6. People move from one country to another for different reasons, but all of them are looking for _____ to better their lives.
7. People will sometimes start _____ against companies and refuse to buy things from them.

Write sentences using three of the vocabulary words.

8. _____

9. _____

10. _____

Name _____

Authors may not tell you everything about characters and events in a story. However, you need the information to understand the story. You can use clues to make **inferences**.

Sheila hopped and skipped to school. Today was the first day of school.

You know that Sheila is happy because she is hopping and skipping.

The yellow bus picked Xian up at the corner. He did not know anyone on the bus. He sat next to a girl in a red sweater. “Hi,” she smiled. Xian knew the word and said *hi* back. “My name’s Nancy.” Xian just looked at her.

“Do you have Mr. Bellino this year?” Xian said nothing. “You’re new, aren’t you?” Xian bit his lip and stared at Nancy.

When the bus stopped, Nancy led Xian up the walk. “I’ll show you around.” Xian had a friend, and he gave Nancy a big smile.

Use the passage to answer the questions.

1. Where is Xian going? _____

2. How do you know where Xian is going?

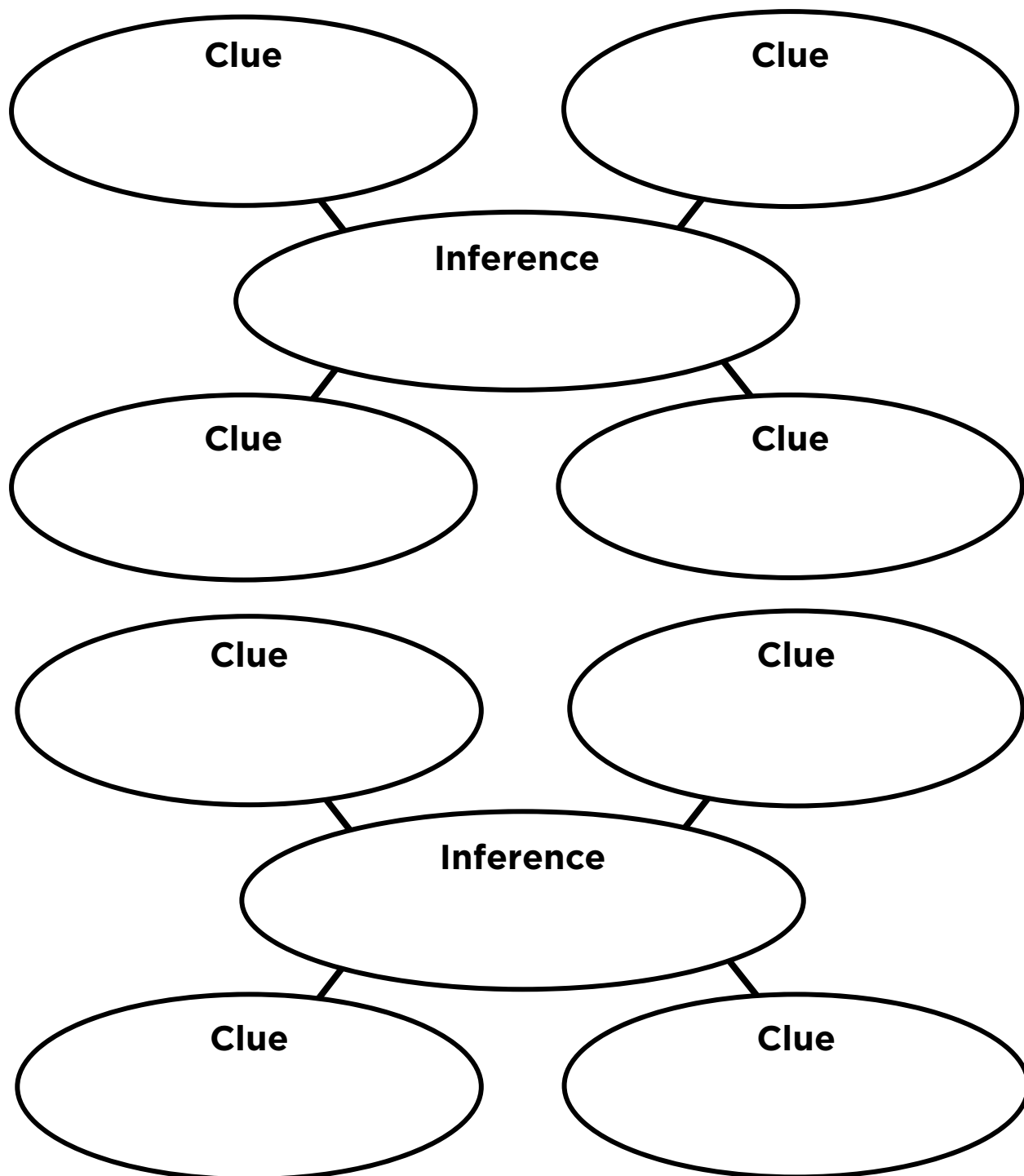
3. Why doesn’t Xian answer some of Nancy’s questions?

4. How does Xian feel at the end of the passage? How do you know?



Name _____

As you read *My Diary from Here to There*, fill in the Inferences Word Web.



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How does the information you wrote in the Inferences Word Web help you to generate questions about *My Diary from Here to There*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to end punctuation in each sentence.

10 Paolo stood on the deck of the steamship SS *Laconia*,
 20 which was anchored in New York Harbor. He was trying
 31 to see the island, but it was covered with morning mist.
 42 It almost seemed dangerous, lurking in the water like a sea
 53 monster. Paolo was very nervous, and the worst part was he
 56 didn't know why.

65 Paolo coughed. His cough was getting worse. It was
 76 the air down in steerage, he thought. Deep down in the
 88 ship was a large, open area filled with bunk beds. It was
 98 called steerage. Paolo and his parents had spent the trip
 108 from Italy in this big room. It was crowded with
 115 immigrants who couldn't afford the expensive tickets.

128 Paolo went up on deck to get a breath of air whenever he
 could. The air blowing in from the ocean was a relief. 139

Comprehension Check1. What is Paolo doing on a steamship? **Make Inferences**2. Why might Paolo be nervous? **Character**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A **primary source** is a first-person account of historical events told in letters, journals, or oral histories.

The following oral history was told by a woman named Sarah Thal. She settled in the United States in 1882. Read the story. Then answer the questions.

My husband had brothers in Milwaukee who sent home glowing reports of conditions in America. We wished to try our luck in that wonderful land. . . . We sailed from Antwerp and landed in Boston. I brought with me my linen chest, feather beds, pillows, bedding, etc. I have some bits of these things today. As most of the immigrants of that time were German, we reached Milwaukee without difficulty. Here my brother-in-law met us and took us to his home.

1. How can you tell the passage is a primary source?

2. Give an example of the kind of information you find in the primary source that you would not find in another passage about moving to a new country.

3. How do you think Sarah felt about moving to America? Why?

4. How might an oral history by Sarah's brother-in-law be different from this one?



Name _____

A dictionary sometimes tells you where a word comes from. Knowing the **origin** of a word can help you understand it.

mesa *noun*. a hill or mountain with a flat top

word history: In Spanish the word *mesa* means “table.”

How does the history help you understand the word?

You can picture how flat a mesa is by thinking of a table top.

jumbo *adjective*. very, very large. *word history*: comes from *Jumbo*, the name of a large elephant famous over 100 years ago

petroleum *noun*. an oily liquid found beneath Earth’s surface. *word history*: comes from two Greek words meaning “rock” and “oil”

typhoon *noun*. a storm with violent winds. *word history*: comes from two Chinese words meaning “great wind”

zero *noun*. the number 0, which means no amount at all. *word history*: comes from an Arabic word that means “empty”

Use the dictionary entries above to answer the questions.

1. How does the word history of *jumbo* help you understand the word?

2. How does the word history of *typhoon* help you understand the word?

3. How does the word history of *petroleum* help you understand the word?

4. How does the word history of *zero* help you understand the word?



Name _____

The letter pairs **sh**, **th**, **wh**, and **ph** have one sound, even though there are two letters in the pair. Say the following words aloud and listen to the one sound made by the letter pairs.

- **th** thirty, bother
- **sh** shove, washer
- **ph** phrase, headphone
- **wh** whirl, anywhere

Use the clues to fill in the blanks with words that have the *sh*, *ph*, *wh*, or *th* sounds.

1. I gave the money to my mother and _____.
2. I made a _____ before I blew out the candles on my birthday cake.
3. _____ is the library? Is it near Flower Street?
4. My camera helps me take good _____.
5. The _____ is a large and dangerous fish.
6. I'm going to the dentist because I have a cavity in one _____.
7. I picked up the _____ and called my friend.
8. I sailed home on a big _____.
9. I put the plates, forks, and knives into the _____ and turned it on.
10. I made a bar _____ to show the daily sales of my lemonade stand.



Name _____

temples dynasties heritage preserve overjoyed

Use the vocabulary words in the box to complete the sentences below.

1. Many people try to _____ beautiful old buildings.
2. The Han family was one of China's ruling _____.
3. The museum director was _____ when the police found the ancient statues.
4. People often gather in _____ to practice the rituals of their religions.
5. Many see ancient artwork as an important part of China's _____.

Write sentences using three words from the list in the spaces provided.

6. _____

7. _____

8. _____

Name _____

A **fact** is a statement you can prove. An **opinion** is a statement of belief that cannot be proved. Look for signal words such as *all, no one, probably, should, and everyone* to spot opinions.

Suppose you are reading a magazine article about the looting of treasures. Read each of the following statements and decide if it is fact or opinion. Circle *Fact* or *Opinion* and write a sentence to explain your answer.

1. The looting of treasures should not be allowed.

Fact Opinion

Explanation: _____

2. Looting is just human nature and will never stop.

Fact Opinion

Explanation: _____

3. Police from many countries cooperate to stop the looting of treasures.

Fact Opinion

Explanation: _____

4. No one would want to buy something that was stolen.

Fact Opinion

Explanation: _____



Name _____

Comprehension:
Fact and Opinion

As you read *Stealing Beauty*, fill in the Fact and Opinion Chart.

Fact	Opinion

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How does the information you wrote in the Fact and Opinion Chart help you to analyze and make inferences about *Stealing Beauty*?



Name _____

As I read, I will pay attention to tempo.

Thousands of years ago in China, people made an important discovery. They found out that caterpillars of one kind of moth spin cocoons of silk. And better yet, they found out that the cocoons could be unwound and the silk thread could be woven into fabric.

Silk fabric is shiny. It is soft and smooth to the touch. It is very light in weight. And it can be dyed in beautiful colors.

For thousands of years, the Chinese were the only people who knew how to produce silk cloth. People in other countries wanted to trade for the precious silk fabric. Traders traveled to and from China on one main road. They traded goods such as spices, glass, and gold for silk. Sometimes they even traded horses for silk. Over time this route became known as the Silk Road.

Comprehension Check

- Are the statements in the second paragraph facts or opinions? **Fact and Opinion**
- What is the main idea of the third paragraph? **Main Idea and Details**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Looking at the different parts of a book can help you figure out if the book will have the information you need.

Front Cover
Title Page

Table of Contents
Glossary

Index
Back Cover

Answer each question below by writing the name of the book part in the space provided.

1. Which two parts of a book tell you the title of the book and the name of its author? _____
2. Which two parts of a book include page numbers? _____
3. Where can you find a brief description of what the book is about? _____
4. Where could you find the meaning of a difficult word? _____
5. What part of a book tells you how many chapters are in the book? _____
6. Where would you look to find out quickly how much information on one topic is in the book? _____



Name _____

Most nouns can be made plural in one of the following ways:

- add -s
- add -es
- if noun ends with a consonant and *y*, change *y* to *i* and add -es

Fill in each blank with the plural of the word written below.

1. People travel to _____ temple _____ and _____ church _____ all over the world.
2. There are _____ looter _____ and greedy people in all _____ country _____.
3. Ancient _____ treasure _____ can be found in _____ museum _____.
4. People pass down _____ story _____ from _____ year _____ ago.

Write four sentences, each with a plural word. Use each kind of plural at least once.

5. _____

6. _____

7. _____

8. _____



Name _____

Some words begin with three consonants.

shrimp

thrash

sprout

scramble

splinter

Listen to the sound the letters make. The sounds will help you recognize words that may seem unfamiliar.

Use three-consonant clusters, like those shown in the box, to create words that complete the following sentences.

1. As a social studies project, students dug up some mysterious objects from the old town dump and _____aped the dirt off them.
2. The students gently _____ubbed the objects.
3. They searched _____ough the library for books about their objects.
4. They came upon _____endid examples of old objects in the library books, but none showing the ones they had found.
5. Then one girl _____ieked because she had stumbled upon one of their finds.
6. Everyone _____ang to their feet to see the picture.

Write four sentences using *shr-*, *thr-*, *spr-*, *scr-*, and *spl-* words. You may continue with the story above or not.

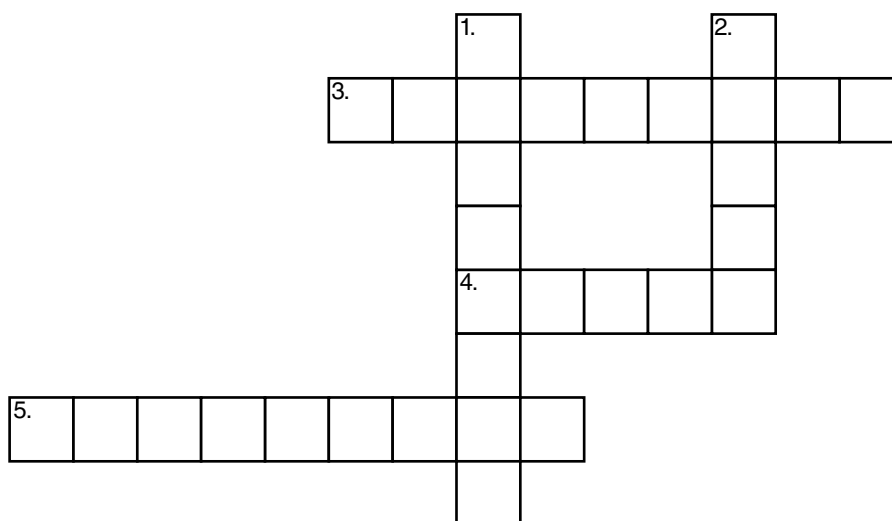
7. _____
8. _____
9. _____
10. _____



Name _____

hilarious
handydizzy
whirlwindnowadays
mischiefindependence
convinced

Fill in the sentences below with words from the box. Then use the words in the blanks to complete the puzzle.



1. I never get into _____ when I'm inventing something!
2. But when success goes to my head, I feel _____!
3. Ideas come to me suddenly. They blow in like a _____.
4. My next invention will come in _____ for people who hate waiting.
5. I am _____ that I will make millions!

Name _____

In both fiction and nonfiction stories, someone may face a **problem** then find a **solution**, or a way to solve it.

Read the passage. Then answer the questions that follow.

Wangari Maathai is an African woman who wanted to help her people. She knew that the land of her country, Kenya, needed more care. She also knew that many Africans did not have enough food. She had an idea. She got women to start planting trees. Since 1976 the Green Belt movement has helped 80,000 women plant and care for more than 20 million trees! The environment has improved, and people now eat the bananas, mangoes, and papayas that grow on the trees.

Tree planting is not the only way Maathai has helped the environment. When plans were made to build a skyscraper in Nairobi's only park, she organized demonstrations against it and wrote letters to stop it. She was put in jail, but her letters and the public protests stopped the building from being built. For her work Wangari has received many honors, including the Nobel Peace Prize.

1. Who is this passage about? _____

2. What is one problem Maathai faced?

3. What other problem did Maathai face?

4. What solution did she come up with?



Name _____

As you read *How Ben Franklin Stole the Lightning*, fill in the Problem and Solution Chart.

Problem
↓
Action
↓
Action
↓
Action
↓
Solution

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How does the information you wrote in the Problem and Solution Chart help you to generate questions about *How Ben Franklin Stole the Lightning*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to match my tempo with the energy of the passage.

What would the world be like without light bulbs?
 9 We have Thomas Edison to thank for that bright idea!
 19 He also invented the phonograph and motion pictures.
 27 Thomas Edison is the most famous American inventor.
 35 He came up with more than 1,000 new devices. He worked
 45 with electricity and technology to make our daily lives
 54 better.
 55 Find out how this one man changed history through his
 65 inventions.
 66 The 1800s have been called “The Age of Invention.”
 74 That is because many things were invented at that time.
 84 It seemed like a **whirlwind** of inventions!
 91 The first steamboat, steam-engine train, and airplane
 98 were invented during this time. The telephone was invented
 107 too. These inventions changed the way people lived and
 116 worked. 117

Comprehension Check

1. How did Thomas Edison’s inventions solve problems? **Problem and Solution**
2. When the author says that Thomas Edison is the most famous American inventor, is this statement a fact or opinion? **Fact and Opinion**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Figurative language, such as metaphor and similes, uses words in fresh ways to suggest vivid images.

Simile: That man was as strong as a horse!

Alliteration is the repetition of the same first letter or consonant sound in a series of words. It was **Blake's Blue Blanket**.

The wonderful wheel, which changed the world,
is as round as a ring and rolls and twirls
for carts and coaches,
cabbies and kings.

The wonderful wheel—oh, what bustle it brings!

1. What is this poem about?
 - a. a wheel
 - a. a ring
2. Which words in the poem show alliteration?
 - a. round, rolls, ring
 - a. twirls and changed
3. Which is a simile?
 - a. carts and coaches
 - a. as round as a ring
4. What is simile a type of?
 - a. alliteration
 - a. figurative language
5. What are the two reasons why “carts” was placed with “coaches” and “coaches” was placed with “carts”?

“cabbies” was placed with “kings”? _____



Name _____

Idioms are words or groups of words that cannot be understood by figuring out the meaning of each word. Example: pulling my leg. This group of words means “to trick or to tease.” You can find this phrase in the dictionary under the word *leg*.

1. Under which word in the dictionary are you most likely to find this idiom?

out of the blue _____

- 2. Read the sentence, then circle the meaning of “out of the blue.”**

The news came *out of the blue*, so Isaac was shocked.

- a. suddenly** **b. out of the sky**

- 3. Use “out of the blue” in a sentence.**

4. Read the sentence, then circle the meaning of “to wind up.”

The meeting was almost over when Janet said, “Let’s *wind up* by six o’clock.”

- a.** change time on the clock **b.** finish

- 5. Use “wind up” in a sentence.**

Look up *wind up* in a dictionary. Write other meanings below.

- 6.** _____



Name _____

Sometimes when the letter r comes after a vowel, the sound of the short vowel changes. Say the following words aloud and notice the sound of the vowels.

bat bar cat cart fox floor

The sounds of these vowels is shown as /är/ and /ôr/.

**Circle the word with /är/ or /ôr/ to complete each sentence.
Then write /är/ or /ôr/ on the blank at the end.**

1. Please close the _____ when you leave. _____
dear door dare
2. The _____ used watercolors to finish his painting. _____
roar rear artist
3. The _____ on the rosebush are sharp. _____
horns thorns stars
4. Ben Franklin's inventions _____ still in use today. _____
care core are
5. We are going to have a birthday _____. _____
party pat trap
6. My new scarf is nice and _____. _____
warm calm pretty



Name _____

apologize
slitheredgenuine
ambulanceharmless
weekdays

cardboard

Use the correct vocabulary word from the box to fill in the blank.

1. On our hike a snake _____ across the trail.
2. The reptile exhibit at the zoo is open _____ from 10 A.M. to 5 P.M.
3. My encyclopedia says that the green snake we saw in my garden is _____.
4. An _____ rushed the snakebite victim to the hospital.
5. Evan should _____ for leaving a rubber snake on his sister's pillow.
6. The box I used for my snake's house was made of _____ and decorated with hearts and flowers.
7. Danielle's snake is _____, not rubber!

Write a sentence using one of the vocabulary words.

8. _____

Name _____

Sometimes you have to use clues and what you know from your own experiences to help you **make inferences** about what's happening in a story.

Read the story. Then make inferences to answer the questions.

Evangeline didn't look up from her book when the new student said hello. The book was called *Adventures with Reptiles*. She'd already read it twice, but she just couldn't put it down. At the end of a chapter, she finally looked up from her book.

"I have that book," Jae said. "It's great. Do you want to come over after school to meet my pet lizard?"

"You bet!"

1. How does Evangeline feel when Jae says hello? How do you know?

2. Is the book Evangeline is reading one of her favorites? Why or why not?

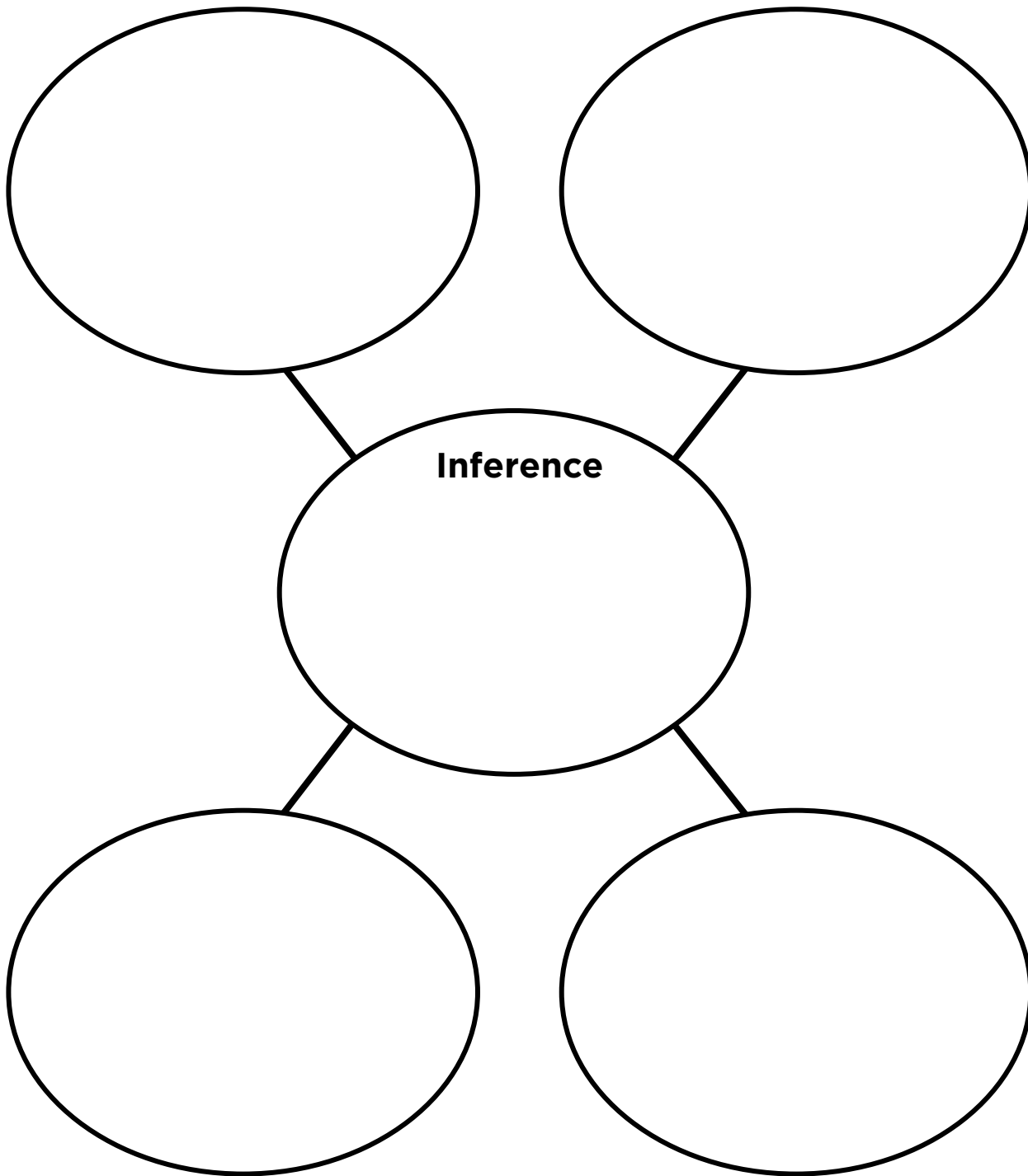
3. What kinds of books would the new student like to read? How do you know? _____

4. Do you think Evangeline and the new student will become friends? Why or why not? _____



Name _____

As you read *Dear Mr. Winston*, fill in the Inferences Word Web.



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How does the information you wrote in the Inferences Word Web help you to generate questions about *Dear Mr. Winston*?



Name _____

As I read, I will pay attention to tempo.

North America is a large area of land. It contains
 10 many different climates and landscapes. Most of Mexico
 18 and the southwestern United States is hot and dry. Other
 28 areas, including the northeastern states and parts of Canada,
 37 are cool and wet. Some areas have large mountain ranges,
 47 like the Rocky Mountains in the West. Others have flat,
 57 rolling plains, like the Midwest.

62 Snakes can be found in just about all of these places.
 73 Snakes live in forests, canyons, and deserts. One might
 82 even be living in your own backyard. Most snakes don't do
 93 well in the cold. In fact, the hardy garter snake is the only
 106 serpent that can survive in Alaska.

112 North America has five snake families. Two of these
 121 families are poisonous, and three are not. Meet the five
 131 families. As you read this book, you will get to know them
 143 a lot better. 146

Comprehension Check

1. Make an inference about how snakes have adapted to their environments.

Make Inferences

2. What is the main idea of this passage? Name three supporting details.

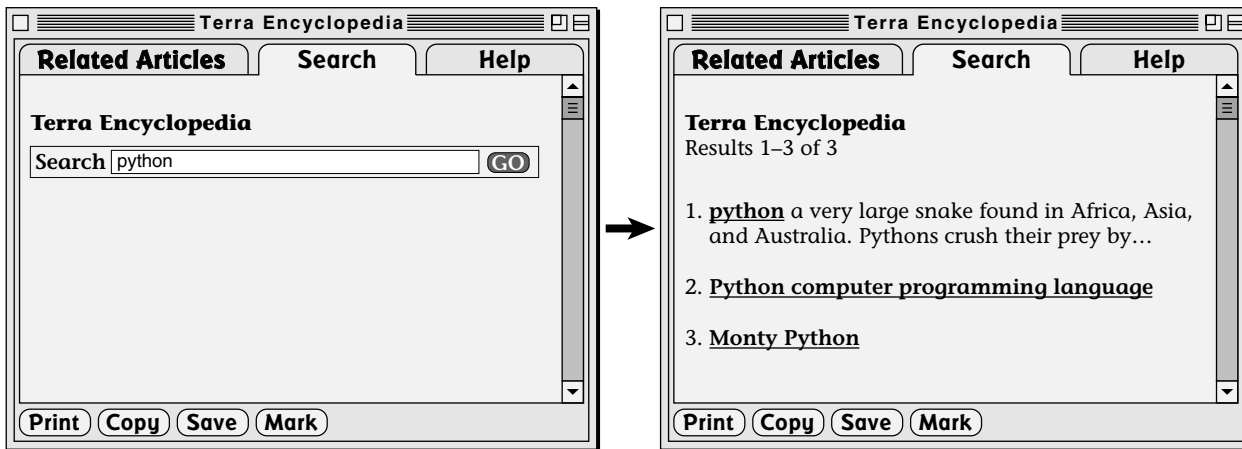
Main Idea and Details

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

An encyclopedia is a set of books with information on a wide variety of topics. An **electronic encyclopedia** has the same information but it is on a CD-Rom. You can use the **toolbar** to find the information you want.



Study the pages above to answer these questions.

1. What information is the computer user looking for? _____
2. How many entries are shown for *python* in the encyclopedia?

3. Which button on the toolbar should the user click on to print out a copy of the page? _____
4. If you are looking for a good map of Australia, what button on the toolbar would you click? _____
5. If you are looking for more information about snakes, what button would you click? _____



Name _____

Prefixes and **suffixes** can be added to a word. The original word is called the **base word**. If you know what the base word is, you can figure out the meaning of the word with a prefix or suffix. You can find the meaning of prefixes and suffixes in a dictionary.

unhappy

The base word is **happy**. It means “feeling good.”

The prefix **un-** means “the opposite of.”

The word **unhappy** means “not feeling good.”

Circle the base word in the sentence. Then tell what the word with the suffix or prefix means.

1. The snake’s markings were colorful, with red and blue bands.

2. Even small snakes can be dangerous sometimes.

3. Knowing that the snake was hidden somewhere in the room made us all uncomfortable.

4. The water moccasin swam under Khalid’s boat and disappeared.

5. Casey was successful in finding a picture of a rattlesnake in the book.



Name _____

Some parts of words that are spelled differently are pronounced the same.

air and **are**: lair blare

ear and **ere**: dear mere

Read the following sentences. Circle the words in the sentences that have an *air/are* spelling. Then underline the words that have an *ear/ere* spelling.

1. Please put the rocking chair over here by the fire.
2. Ms. Delgado was sincere when she said that she wanted to get a pair of snakes to keep as pets.
3. Her earrings shone in the bright glare of the noonday sun.
4. Severe weather can sometimes force airports to close.
5. It has been nearly three months since Maria's father shaved his beard.
6. Doesn't Aunt Greta have the same hairdo that she did last year?

Write two sentences, each using two words with *air/are* spellings or *ear/ere* spellings.

7. _____

8. _____



Name _____

A. For each word in Column 1 write the letter of its meaning in Column 2.**Column 1**

1. preserve _____
2. muttered _____
3. convinced _____
4. handy _____
5. slithered _____
6. genuine _____

Column 2

- a. grumbled
- b. sincere
- c. persuaded
- d. protect from harm
- e. moved like a snake
- f. useful

B. Answer each question with a sentence that includes the underlined word.

7. When was the last time you gaped at something?

8. What happened the last time someone flinched?

9. Why would someone be proud to be a citizen of the United States?

10. What opportunities might you get from going to college?

Name _____

C. Supply an answer using the vocabulary word in your response.**11. legendary** Name a person you admire and explain why.

12. fluke Write about something that will never happen again.

13. mischief What might a puppy do if left alone?

14. weekdays What activities do you have after school?

15. overjoyed Tell about a time you felt extremely happy.

D. Write a word from the list that has the same meaning as the underlined word or words.

harmless overheard snickering cardboard hilarious

16. I saw her laughing behind his back. _____**17.** I learned the other team's plays for Saturday's game at the library today.

They didn't know I was sitting right behind them! _____

18. My father told us the most extremely funny story. _____**19.** Don't worry, that snake is not able to hurt you. _____**20.** My notebook cover is made out of thick, stiff paper. _____

Name _____

interfere
agileguardian
proclaimedawkward
tottered

Use the context clues in each sentence to help you decide which vocabulary word fits best in the blank.

Small Snake couldn't move like the other snakes. "I'm so _____," he cried.

Caterpillar offered to lend Small Snake a few legs. The young reptile stumbled and _____ on them.

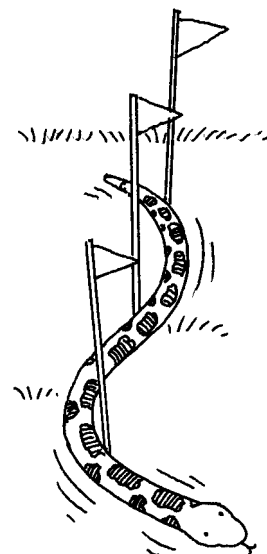
Raven stuck out her chest and _____, "I am the one who can make this poor snake _____ enough to slither here and there."

Mr. Caterpillar offered to help, but Raven waved him away and said, "Do not _____ with what I am doing."

She made a straight line of poles in the ground. "Now, go in and out from each pole to the next."

Small Snake found that he was curving and slithering. "I know how to do it now!" he cried.

Raven said, "Caterpillar, you will watch out for Small Snake and be his _____ until he grows up."



Name _____

When authors write, they have a **purpose**, or reason, for what they want their work to do. They write fiction to **entertain**. They write nonfiction to **inform**. And they write essays to **persuade**.

Read the story excerpt below and decide on the author's purpose.

Squirrels did not always have big, bushy tails. Once upon a time, they had long, pointed tails, which did nothing to help them balance high up in the trees. Squirrels had to move slowly and were always afraid of falling. Also, they had to remember to hold up their tails or the scales that covered them would scrape against the tree bark and let predators know where they were.



Armadillos, on the other hand, had very bushy tails, but it was difficult to tuck all that lovely fur in when they had to roll up in protective little balls.

1. What was the author's purpose in writing this story? _____

2. How did you decide on the author's purpose? _____

3. If the author wanted to inform readers, what would the author write? _____

4. If the author wanted to persuade readers, what would the author write? _____



U

As you read *Roadrunner's Dance*, fill in the Author's Purpose Map.

```
graph TD; C1[Clue] --> AP[Author's Purpose]; C2[Clue] --> AP; C3[Clue] --> AP;
```

The diagram illustrates a process where multiple clues are used to determine an author's purpose. It features three identical vertical rectangular boxes at the top, each containing the word "Clue" in bold black text. From the bottom center of each of these three boxes, a black arrow points downwards. These three arrows converge towards a single, wider rectangular box at the bottom of the diagram. This bottom box is labeled "Author's Purpose" in bold black text, centered within it. The entire diagram is set against a plain white background.

How does the information you wrote in the Author's Purpose Map help you to evaluate *Roadrunner's Dance*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to pauses, stops, intonation, and the characters' words.

The monkey was having a simply splendid day. Then
9 she spotted a tiger bounding toward her through the jungle.

19 The monkey was sure the tiger would eat her on the spot.

31 She had to think fast.

36 The monkey covered a big pile of coconuts with some
46 banana leaves. She marched back and forth in front of it.

57 The tiger was intrigued by the monkey's odd behavior
66 and didn't attack. "What are you doing?" the tiger
75 demanded.

76 "I'm the king's guardian," **proclaimed** the monkey.

83 "I am guarding the king's food."

89 "Hmm," the tiger thought. "The king's food is bound to
99 be more delicious than that skinny monkey. Perhaps I can
109 trick the monkey into giving it to me."

117 "You are too small to be the king's **guardian**," said the
128 tiger. "A big animal like me should be the protector of
139 his food." 141

Comprehension Check

1. How does the monkey serve the author's purpose? **Author's Purpose**
2. What inference can you make about the tiger? **Make Inferences**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

- **Foreshadowing** is the use of clues to hint at what is going to happen.
- **Symbolism** is the use of an object to represent an idea.

Read each passage. Then on the blank line, indicate whether the passage had any examples of *symbolism* or *foreshadowing*. Explain your answer.

1. Yoko thought again about her dream. It was such a strange dream. In it, she was feeling confused, as if her thoughts were far away. Then an enormous yellow rhinoceros charged her from the left and almost trampled her.

Stepping off the curb to cross the avenue, Yoko wondered what her dream meant. Suddenly she heard a blaring horn and the screech of brakes. Yoko looked to her left and saw the school bus. She jumped back to safety.

2. Sheriff Crawford reached for his cowboy hat and looked his deputy in the eye. "If Jed and his gang are headed this way, I plan to head them off at the pass. Round up the boys and meet me there."

"But how will we know that it's Jed, Sheriff?" Barney asked.

"He always wears a mask that covers his whole face and rides a troublesome horse."



Name _____

A **synonym** is a word that means the same or almost the same as another word. For example, a synonym for **guardian** is **protector**.

Replace each of the words in parentheses with one of the following synonyms.

clumsy

nimble

announced

meddle

wobbled

1. "Don't (interfere) _____ with my plans to be king of the road!"
2. The roadrunner was (awkward) _____ when he first tried to run and jump.
3. He (tottered) _____, but he did not fall.
4. Later, when Roadrunner danced in circles, you could see how (agile) _____ he had become.
5. "Roadrunner is our hero!" the animals (proclaimed) _____.

Write a sentence using a synonym for both of the words in dark type.

6. **frightened** and **trembled** _____

7. **yelled** and **bragged** _____

8. **hopped** and **quick** _____



Name _____

The /ûr/ sound can be spelled **er**, **ir**, **ur**, and **ear**. The sound is found in words such as **serpent**, **bird**, **turkey**, and **heard**.

Underline the vowel + r combination that represents the /ûr/ sound in each of these words.

- | | |
|------------|--------------|
| 1. burden | 6. whirlwind |
| 2. sternly | 7. learner |
| 3. serpent | 8. purpose |
| 4. birth | 9. person |
| 5. turnip | 10. pearl |

Now read the paragraph below. Find and circle six words that have the /ûr/ sound. Then continue the story. Circle the words with the /ûr/ sound.

One day, a raccoon climbed in the window of a house. He found a pearl necklace on the floor. Holding it carefully in his mouth, he took it outside. Then he returned and carried away a small purse. Finally, he emerged with a purple shirt.

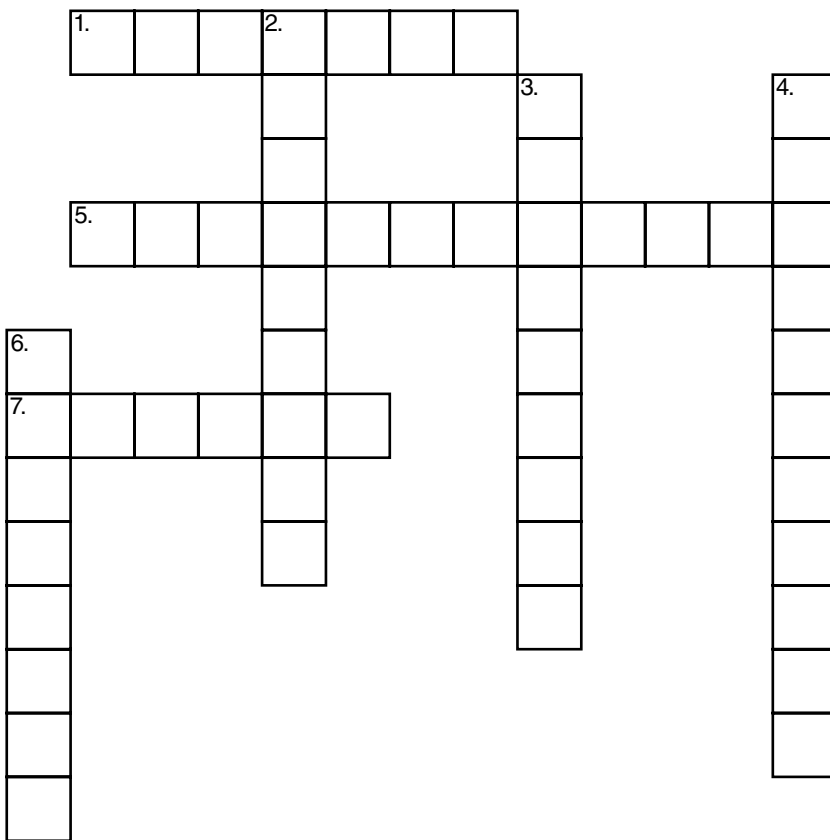


Name _____

injustice
numerousancestors
unsuspectingunfair
segregation

avoided

Use the clues below to complete the vocabulary word puzzle.

**Across**

1. kept away from
5. not aware, not expecting
7. unjust, unreasonable

Down

2. unfairness, an unjust act
3. people from whom one is descended
4. the practice of separating one racial group from another
6. many

Name _____

Authors write stories and plays to **entertain**. They write articles and books to **inform**. When authors write to **persuade**, they give reasons for their point of view, which is what the authors believe and want you to believe, too. What they write is not always backed up by facts.

Read the following sentences. Think about the author's purpose. After each sentence write *inform* or *persuade*.

1. In the South before 1955, African-American people had to drink from water fountains labeled "Colored Only." _____
2. Laws that separated African Americans from other Americans were unjust and should never have been made. _____
3. People should rise up and demand justice when they are treated unfairly.

4. You need to keep hope alive by believing in yourself and in a better world. _____
5. In 1955, Rosa Parks was arrested for refusing to give up her seat near the front of a bus. _____

Write a sentence to persuade readers to support your point of view on a topic you feel strongly about.



Name

As you read *My Brother Martin*, fill in the Author's Purpose Map.

The diagram consists of three identical vertical rectangular boxes arranged horizontally at the top. Each box is labeled "Clue" in bold black text at its top center. From the bottom center of each "Clue" box, a black arrow points vertically downwards. These three arrows converge towards a single horizontal line that serves as the top edge of a larger rectangular box at the bottom. This bottom box is labeled "Author's Purpose" in bold black text at its top center. The entire diagram is enclosed in a black border.

How does the information you wrote in the Author's Purpose Map help you to evaluate *My Brother Martin*?



Name _____

As I read, I will pay attention to punctuation in each sentence.

10 Coretta Scott King never planned on being a civil rights
leader. She thought she would become a teacher or a singer.

21 Instead, she became a leader in the fight for equal rights.

32 Coretta Scott was born in 1927 in a small town in
42 Alabama. She walked three miles to get to school each
52 morning. And she walked three miles back each afternoon.
61 Every day she watched school buses drive white children to
71 their school.

73 In those days **segregation** was the law in the South.
83 African Americans could not go to certain restaurants.
91 They could not drink from certain water fountains. They
100 had to sit in the back of public buses. Black children and
112 white children went to separate schools.

118 Coretta's father Obadiah (oh-buh-DIGH-uh) was the
123 first African American in his county to own his own truck.
134 Some white truckers felt that he was taking away their
144 business. One day the Scotts came home from church to
154 find that their home had burned down. 161

Comprehension Check

1. Is the author's purpose to persuade? If not, what is the author's purpose?

Author's Purpose

2. Why do you think the Scotts' house was burned down? **Make Inferences**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Letters have specific formats, but they all have the same three parts.

- A **salutation** is the line in the letter in which the writer greets the person to whom it was written.
- The **body** of the letter is the main part of the letter, containing the writer's message.
- The **complimentary closing** is the line above where the writer signs his or her name.

Read the letters below. Identify each part by drawing a line to the correct label below. On the blank, write whether it is a business or a personal letter.

7325 Hastings Road
San Diego, CA 90124
October 17, 2008

Hi, Jamal and Linda,

It was awesome to see you guys last week! The food was great and the company couldn't be beat.

Thanks again for having me over for the weekend. Next time, it's my turn.

Love,
Erica

7325 Hastings Road
San Diego, CA 90124

October 20, 2008

Levinson Randall, Inc.
62941 Chuckwalla Way
El Paso, TX 79901

Attn: Ms. Ann Gregory, Customer Service

Dear Ms. Gregory:

I am sending this letter to inform you that two of the four vases I ordered arrived damaged due to poor packaging.

Kindly send me two more of the Ballymoney crystal vases as soon as possible, and let me know how I should return the broken vases to you.

Sincerely,
Erica Eliades

Body

Salutation

Complimentary
Closing



Name _____

The prefix **un-** means “not.” **Unfair** means “not fair.”
 The prefix **re-** means “again.” **Retell** means “tell again.”

Circle the phrases in the story that would sound better using the prefixes *un-* or *re-*. Then write the new words below.

“It’s terribly not fair, Grandmother!” Cordelia exclaimed. “Wilson School is just three blocks away. Why can’t I just keep attending my classes there?”

Cordelia’s grandmother looked at the bowl of cold, not eaten soup and left Cordelia’s question not answered. “Let me warm again that pea soup for you, honey. You’ll feel better after you have had your dinner.”

“I know you do not like this, Grandmother. Even though you’re not saying anything, I know you’re terribly not happy with the new laws. So, why can’t you admit that scheduling again our classes miles away is not acceptable!”

Cordelia looked over her glasses at her granddaughter. “No use talking about it around our kitchen table, child. But there will be talk all over this great land of ours. And mark my words, Cordelia, these not fortunate days will not go not noticed.”

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Name _____

Say these words aloud:

knives plumb**er** calm wrigg**le**

In these words, the letter in dark type is silent.

Quietly read the sentences aloud to yourself. Then circle the letter in the underlined word that you did not pronounce.

1. Rosa Parks knew that staying in her seat was the right thing to do.
2. Taking a risk might make the palms of your hands sweaty.
3. Christine kneeled down on the floor to pick up the paper she had dropped.
4. Martin's father needed a wrench to fix the piano bench.
5. The tombs in the cemetery remind us of those who came before us.

Using a dictionary, find at least 5 other words that begin with *kn* and *wr*. Write these words on the lines below and circle the silent letter in each one.

***kn-* words**

***wr-* words**



Name _____

identified

enterprising

persistence

venture

Fill in the vocabulary word for each sentence. Write the numbered letter in the mystery word below.

- Gary worked in the garden, sold newspapers, and created an Internet page. He is a very _____
1
- Gina's idea to sell vegetables in farm country is a risky

2
- After six years of farming, Kinesha keeps trying to reach her goal. She has a lot of determination and _____
5 6 3
- Tessa _____
4 the stray dog. It lived with the family three houses away from her.
- Find the missing letter for the Mystery Word in the word DEDICATED.

- MYSTERY WORD:

1 2 3 4 5 6

Name _____

When you **compare** two or more things, you are looking for how they are similar. When you **contrast** two or more things, you are looking for how they are different.

Words that Signal a Comparison

alike	each	similar
also	in addition to	too
both	same	

Words that Signal a Contrast

different	in contrast	separately
but	while	opposite
on the other hand	instead	
however	separate	

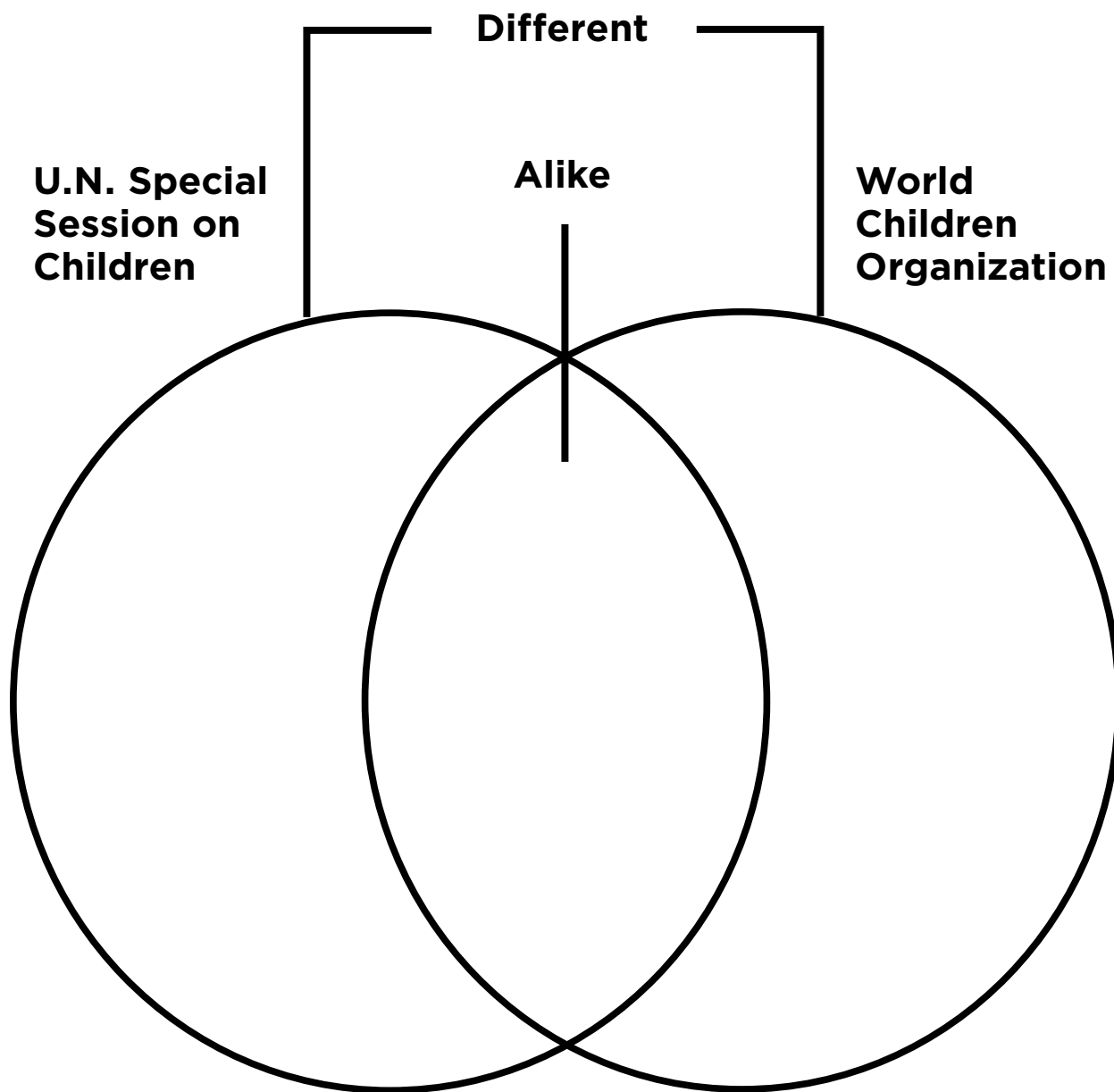
Write whether you think each sentence below is part of a *comparison* or a *contrast*. Circle the word or words that you base your answer on.

- Jennifer and Jeffrey were twins, but they had very different ideas about how to run a business. _____
- Monique's second business was also quite successful. _____
- Both of the students have their own business. _____
- The first job David had was boring; on the other hand, his second job was interesting. _____
- Walking dogs was fun, while mowing lawns was hard. _____
- Keisha liked spending; however, Julie wanted to save. _____
- Sandy and Pedro mowed lawns and were alike in the way they treated their customers. _____
- Pedro worked on weekends instead. _____



Name _____

As you read *Kid Reporters at Work*, fill in the Venn Diagram.



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How does the information you wrote in the Venn diagram help you to summarize *Kid Reporters at Work*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to tempo.

8 Everyone needs money, even kids. Some kids get
 17 allowances. And some **enterprising** kids work to earn extra
 26 money. They have paper routes or run lemonade stands.
 36 They shovel snow or mow grass. They baby-sit or pet-sit.
 42 You may do these things yourself.

42 But some kids have jobs that are special. They are
 52 dream jobs. These jobs are hard to get. They are so good
 64 that you might do them for free!

71 If you love baseball, your dream job might be working
 81 as a bat boy or girl. If you love performing, your dream job
 94 might be working as an actor.

100 Why are dream jobs so hard to get? To begin with, there
 112 aren't many of these jobs. And there are many children
 122 who want them. Laws also limit when, where, and how
 132 many hours children can work. That's good. In the 1800s,
 141 kids often worked instead of going to school. Those kids
 151 had hard lives. Laws make sure that can't happen now. 161

Comprehension Check

1. How are dream jobs different from ordinary jobs? In which ways are they alike? **Compare and Contrast**
2. Name the main idea and supporting details in the last paragraph. **Main Idea and Details**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

You can search for a book in a library's electronic card catalog by subject, author, or title. The books you find will show up in a screen that looks something like this.

The screenshot shows a web browser window titled "Electronic Card Catalog". Inside the window, there is a search bar with the word "SEARCH" in a button. Below the search bar, the following information is displayed:

- Call Number** 539.7 C
- Author** Thompson
- Title** Teen Entrepreneurs
- Publisher** Young Publishing, New York, © 2002
- Description** 84 p.: ill.: 28 cm.
- Subject** Business ideas for teenagers—United States—Juvenile
- Bibliography** Includes bibliographical references
- Summary** Provides detailed ideas for creating and running a business. Ideas for different businesses are included.
- ISBN** 0362959248

Circle the correct information from the card-catalog card above.

- The title of the book is:
Young Publishing Teen Entrepreneurs
- The author of the book is:
Thompson Young
- The library location for this book is:
539.7 C 0362959248
- In what year was the book published?
539.7 C 2002

Read the summary on the card to answer the question.

- Would this book help you find ideas for classroom projects? Why?



Name _____

Different verbs follow different rules for adding **-ed** and **-ing**

seemed	admitted	arriving
obeyed	carried	answering

Read the passage. Circle the words with -ed and -ing that are spelled correctly. Underline the words with -ed and -ing that are spelled incorrectly and spell them correctly on the lines below.

Lateesha, Toby, and Margarita decided to start buying notebooks for seventy cents and selling them for a dollar a book. Lateesha was in charge of geting the notebooks. Toby was supposed to make signs telling everyone about their sale. Margarita was investigatieng where they could sell their books. Things did not go well. Toby kept forgetting to make the signs. Margarita couldn't get anyone to let them sell the books in school. Lateesha decided to quit and beged the others to forgive her.

Toby and Margarita told Lateesha that they were closing the notebook business and openning a dog wash instead. They hurried to the store to buy soap and towels. Margarita and Toby were hopping it would be a success. Lateesha was worryed, especially when she realizeed that their first customer was a Saint Bernard.

"Well, I've enjoied knowing you guys," Lateesha said.

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | 8. _____ | 9. _____ |
| 10. _____ | 11. _____ | 12. _____ |



Name _____

When the letters **c** and **g** are followed by **e**, **i**, or **y**, they usually have a soft sound. Say the following words aloud.

ceiling

circus

cycle

genius

giant

gyroscope

Circle the word with soft *c* or *g* and write it on the line.

1. The young people were _____ their plan would work.

careful

certain

concerned

2. They wanted to work in the _____.

city

country

crowd

3. They could help people exercise in a _____.

gymnasium

grade school

gang

4. Or they could give _____ care to sick pets.

glad

grateful

gentle

5. Maybe they could feed the pets _____.

cereal

corn

cupcakes

6. They could play with the _____ while they were not working.

game

goose

gerbil

7. They could make sure the animals were free of _____.

grease

gags

germs

8. Shelby has been learning to play the _____.

clarinet

cymbals

castanets



Name _____

patchwork
loosenedmysterious
amazementresponsibility
sores

midst

Choose the correct vocabulary word from the list to complete the sentence. Write the words on the lines.

David had a dog. He knew it was his **1.** _____ to take care of Spot. Of course, they had fun together. They played and ran and

explored. Then one day, in the **2.** _____ of having fun, Spot ran through some poison ivy. He soon was covered with painful

3. _____. David took his dog home and washed Spot as best he could. To comfort Spot, David found an old

4. _____ quilt. He wrapped Spot up in it and sat with him on the porch. At first, Spot tried to scratch. Then a

5. _____ thing began to happen. Spot stopped wriggling and trying to scratch. David **6.** _____ the quilt and looked

at Spot's legs in **7.** _____.

They were still red and swollen. Somehow, having his owner take care of him had calmed him down.

Add a sentence to the passage.

8. _____



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Name _____

Recognizing the **sequence of events** helps you understand the order in which things happen in a story.

Read the passage below. Then number the sentences below to show the sequence of events.

The Plains Indians lived in North America before the Europeans came. Since they had no horses, the Plains Indians traveled on foot. To hunt buffalo, they would surround a herd and shoot the buffalo with bows and arrows.

This changed when Spanish explorers came to North America and brought horses with them. Now the Plains Indians hunters were able to ride horses and follow buffalo over long distances. They carried tipis with them and set up camps. The hunters could kill buffalo and pull them back to camp using their horses.

Later guns again changed the way that Plains Indians hunted.

1. _____ Spanish explorers brought horses to North America.
2. _____ The Plains Indians used horses and traveled long distances to hunt buffalo.
3. _____ The Plains Indians hunted buffalo on foot before the Europeans came to North America.
4. _____ The Plains Indians used guns to hunt buffalo.

Add an event to the paragraphs and tell where it belongs in the sequence of events.



Name _____

As you read *Mystic Horse*, fill in the Sequence Chart.

Event

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How does the information you wrote in the Sequence Chart help you to summarize *Mystic Horse*?



Name _____

As I read, I will pay attention to tempo and match the energy and enthusiasm of the passage.

But there came a time when many days of heavy rain
 11 made the Quillayute River overflow. The houses washed
 19 away. Then the Quileute moved to the prairies.
 27 Not long after, the weather grew cold. The rain turned
 37 into hail and sleet. The fishermen could not break through
 47 the ice in the rivers to go fishing. Falling hailstones were
 58 so big that people were killed. The people grew afraid to
 69 go outside. They were running out of food. Men, women,
 79 and children were becoming weak and sick.
 86 At this time, the Great Chief of the Quileute called a
 97 meeting of all the people in the tribe. He stood before them
 109 in a **patchwork** shawl made up of buffalo skins stitched
 119 together. The people begged the chief to do something. The
 129 **responsibility** of watching over his people weighed heavily
 137 upon him. "We will ask the Great Spirit who soars above
 148 Earth for help," said the chief. 154

Comprehension Check

1. What were the events that caused the Great Chief of the Quileute to call a meeting? Name the events in the order in which they occurred. **Sequence**
2. What is the purpose of a legend such as this? **Author's Purpose**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Text Feature: Links

You can find **online articles** on the Internet. Each online article has its own web address, or **URL**. In an article, clicking on underlined words, called **links**, takes you to other articles related to your topic. Larger articles can be broken up into several pages. If they are, clicking a link called **Next** will take you to the next page.

Read this excerpt from an online encyclopedia article about tepees. Then answer the questions that follow.

Tipis

by Kendra Lundquist

The Plains Indians lived in the area now called the Midwest. They built tipis for their homes. These were upside-down cone shapes, built with long poles. Animal skins were pinned and fastened to the outside of the cone, providing a roomy home. The Plains Indians made fires within the tipis. They were usually built in a small fireplace. The walls of the tent reflected the heat back into the middle of the tipi so that a small fire kept the tipi very warm in winter.

1. What is the title of the article that was found at this address? _____
2. What is the article about? _____

3. What underlined link is part of the article? _____
4. What will happen if you click on the underlined link?



Name _____

Homophones are pairs of words that are pronounced the same but have different spellings and meanings.

here / hear

needed / kneaded

plains / planes

there / their

seen / scene

buries / berries

rain / rein

four / for

road / rode

blue / blew

through / threw

Read the passage. Write *correct* on the lines below if the right homophone is used. If the wrong homophone is used, write the correct word on the line.

Some Native Americans lived on the planes in the middle of our country.
1

The land their is beautiful. The sky is blue and tall grass seems to go on
2 3

forever. Even today, the miles of grass are a beautiful scene. The Indians
4

road their horses threw the plains hunting four buffalo to eat. They also ate
5 6 7 8

berries and nuts to add to there diet. It was a hard life but the Indians were
9 10

proud of the life they lived.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____



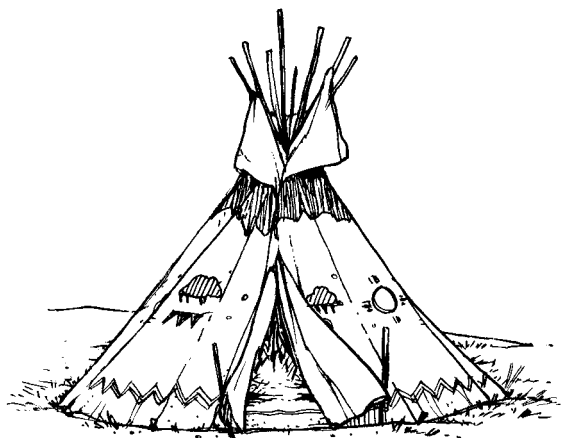
Name _____

Plurals are formed in the following ways:

- Most plural words end in **-s**.
- When a word ends in **s**, **-es** is added to make the plural.
- When words end in **e**, the **e** is dropped and **-es** is added.
- When a word ends in **y**, the **y** is dropped and **-ies** is added.

Write the correct plural form of the underlined word on the line.

1. The horse _____ of the Plains Indians carried their belongings.
2. The men carried arrow _____ to hunt for buffalo.
3. They sometimes suffered loss _____ when a buffalo attacked.
4. The buffalo herds had thousands of acres to roam in and eat the different grass _____ on the plains.
5. The Indians ate berry _____ as part of their diet.
6. When in camp, the Indians built fire _____ in their tipis to keep warm.
7. They moved their camp _____ when food became scarce.
8. The Plains Indian _____ were proud people.



Name _____

Choose a word in the box to replace the underlined word or words in each sentence.

technique
microscope

foolishness
magnify

inspire
negatives

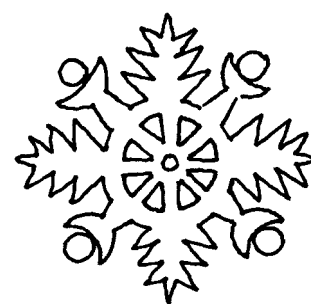
evaporate
blizzard

1. Lucky for him, Bentley's mother never said, "Stop this silliness! Come in out of the storm at once!" _____
2. Bentley used a scientific instrument that makes small things appear bigger to study snowflakes. _____
3. Bentley's favorite kind of weather was a heavy snowstorm.

4. Bentley had to develop a special method to photograph snowflakes.

5. Bentley used the opposites of positives when photographing snowflakes.

6. Bentley had to work fast to make sure a snowflake didn't dry up. _____



Use each word correctly in a sentence:

7. magnify _____

8. inspire _____

Name _____

Comprehension:
Summarize

When you **summarize**, you list the important events in a story in your own words.

Read the passage and then answer the questions that follow.

Hail is small, round pieces of ice that fall to the ground like a shower of rain. Hail often falls in warm weather, even though it is frozen. There are snowflakes in clouds during thunderstorms. The snowflakes that fall melt in the warm air before they land on the ground. In some thunderstorms, raindrops stick to the snowflakes in the clouds and freeze. The frozen raindrop becomes a small ball of hail. As the small piece of hail begins to fall, air currents push it back up into the clouds. The hail falls through the clouds again. More rain attaches to the hail, and the hail gets bigger. This cycle can happen again and again. At a certain point, the hail is too heavy to be pushed back up. It leaves the cloud and falls to the ground. Hail doesn't melt on its way down. It travels too fast to warm up and turn into rain.

1. How does hail begin to form? _____

2. What happens as hail begins to fall? _____

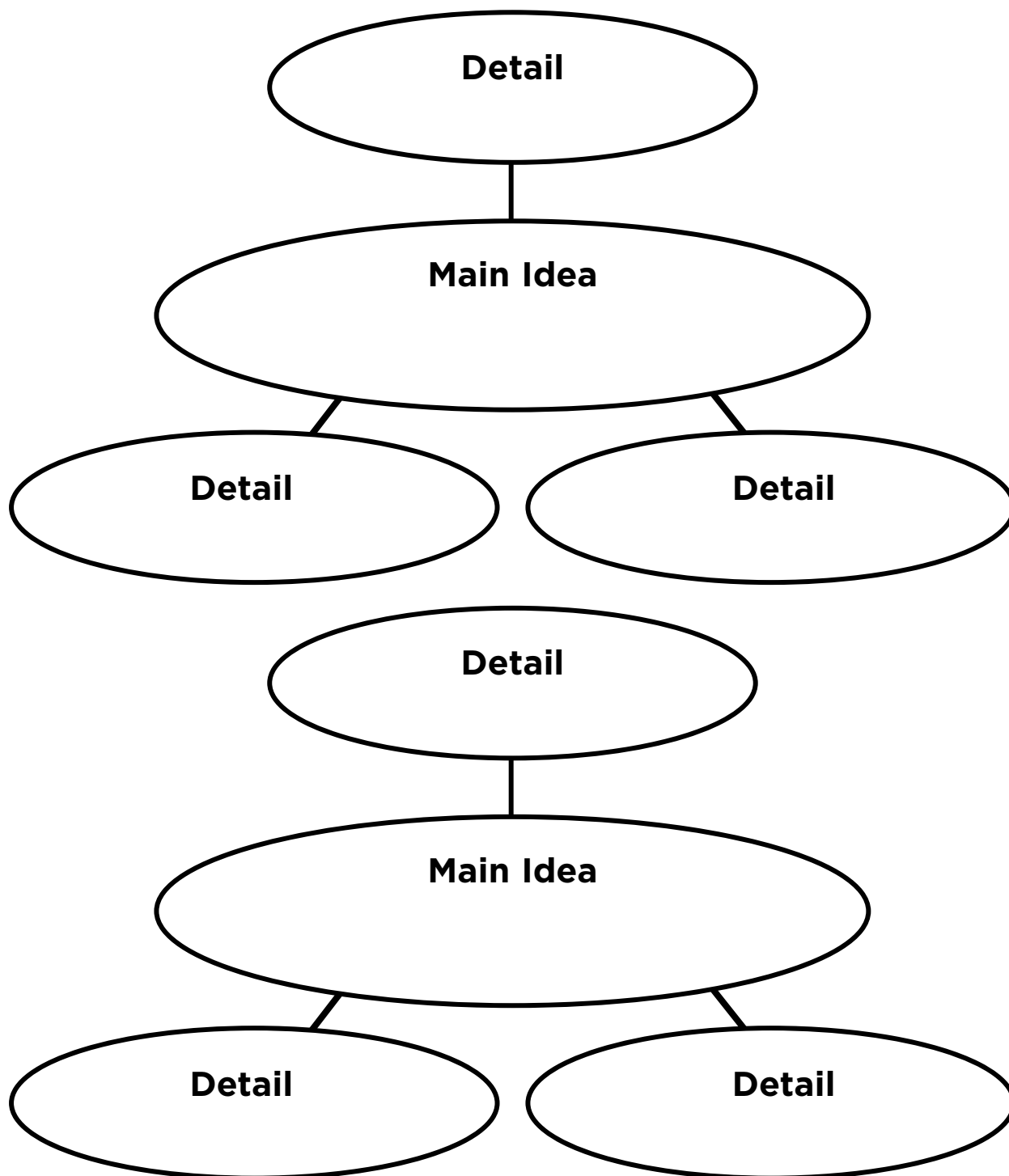
3. When does the hail drop to the ground? _____

4. Why doesn't hail melt as it falls? _____



Name _____

As you read *Snowflake Bentley*, fill in the Main Idea Web.



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How does the information you wrote in the Main Idea Web help you evaluate *Snowflake Bentley*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to the pronunciation of vocabulary words.

Tornadoes begin with warm, humid air. Humid air is air that holds a lot of moisture. This humid air meets up with colder air. As the air masses come together, the warm air rises. As the warm air moves upward, it holds more and more moisture. Huge, dark clouds called thunderheads begin to develop. These clouds can spread as wide as 100 miles (161 km) across the sky. There is so much moisture in the clouds that it can't just **evaporate** into the air. So it falls as rain. The thunderheads produce giant storms with thunder and lightning. These storms are called supercells.

Winds high up in the storm clouds blow faster than the winds lower down. The winds also blow in different directions. This causes the air to spin. Then, as the winds spin, they form a long funnel cloud. However, one last thing needs to happen for the funnel cloud to become a tornado. It needs to touch the ground. 160

Comprehension Check

1. Summarize the conditions needed to form a thunderhead. **Summarize**
2. What is the author's purpose? **Author's Purpose**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

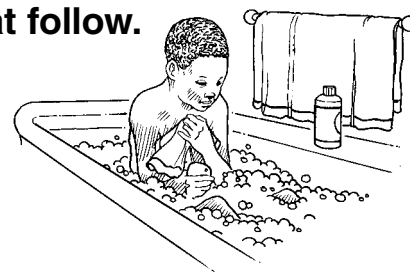


Name _____

Imagery is the use of words to create a picture in the reader's mind.
Figurative language uses words differently from their usual meaning.

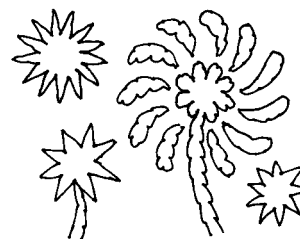
Read each haiku and answer the questions that follow.

This light rain falling
 Tickles my skin like feathers.
 A hot bath calls me.



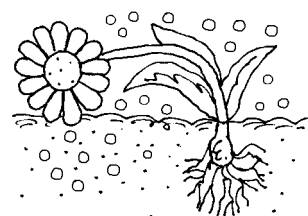
1. What is light rain compared to? _____
2. Can a hot bath really call someone? What does this mean?

Sun after gray days,
 Like Fourth of July fireworks,
 Bursts forth bright with joy.



3. What is the sun compared to? _____
4. What figurative language is used in the poem? How can you tell?

A summer hailstorm—
 Daisies burrow underground.
 They're not meant for ice!



5. What words in this haiku describe something that could not happen?



Name _____

Multiple-meaning words are words that have more than one meaning. You can use the dictionary to find the correct meaning.

pick *verb*. **1.** to select or choose. *Pick a card from the deck.* **2.** to gather with the fingers. *We picked blueberries for a pie.* **3.** to pull at and let go; pluck. *She picked the strings on the banjo.* *noun*.

1. a tool with a wooden handle and a metal head, used for breaking rocks and loosening dirt. *He used a pick to break the rocks into chunks.* **2.** a thin piece of metal or plastic used for playing a stringed instrument. *I bought a new pick at the guitar shop.* **3.** the best of something. *Take your pick of the books on the table.*

Use the dictionary entry above to answer the questions.

1. Pick one: playing in the snow or jumping in rain puddles.

Is *pick* a noun or a verb? _____ Write the definition.

2. The gold miner's pick was worn down from breaking rocks.

Is *pick* a noun or a verb? _____ What is the meaning of pick

in this sentence? _____

3. Did you pick enough blueberries for a pie?

Is *pick* a noun or a verb? _____ Write the definition.

4. I strum the guitar with a pick.

Is *pick* a noun or a verb? _____ Write the definition.



Name _____

A **compound word** is made up of two short words. The two words together make a new word with a new meaning.

When I was at camp this summer, we built a campfire to keep warm at night.

camp + fire = campfire

camp: an outdoor place with tents or cabins.

fire: the flame, heat, and light given off when wood burns.

campfire: an outdoor fire for cooking or keeping warm in a camp.

Draw a line between the two words that make up the compound word. Write the meaning of each word.

1. We had a bad snowstorm.	___ and ___	a. long, thin rope
2. Bentley loved snowflakes.	___ and ___	b. coming into being
3. Hail is made from raindrops.	___ and ___	c. small, thin, flat pieces
4. The child took the towels off the clothesline when the hail came.	___ and ___	d. plants with many long, thin leaves
5. The child's birthday was in January.	___ and ___	e. white crystals of ice
6. The grasshopper hid during the storm.	___ and ___	f. what people wear
		g. windy, unsettled weather
		h. water from clouds
		i. twenty-four hours
		j. small balls of something
		k. someone or something that jumps



Name _____

A. Locate and circle the listed vocabulary words in the puzzle below. Words can be spelled from left to right, right to left, top to bottom, bottom to top, and diagonally.

loosened	injustice	interfere	segregation	evaporate	awkward
sores	ancestors	unfair	avoided	midst	agile

```

l b u i w m m i d s t k e z
o f i n t e r f e r e a v c
o h a j o n r k l o i v s d
s t a u n f a i r t y o j r
e r g s u q z b m s r i i a
n o i t a g e r g e s d e w
e u l i p w m c s c a e n k
d x e c z n u w s n r d e w
t h s e v a p o r a t e n a
  
```

B. Write a sentence using each vocabulary word below.

1. tottered _____

2. numerous _____

3. patchwork _____

4. enterprising _____

Name _____

C. Answer each question using the underlined vocabulary word in your response.

5. What is one kind of foolishness that you learned by experience?

6. What would your dream venture look like?

7. What was the most mysterious civilization you have heard about?

8. What can happen when you magnify a problem?

D. Choose the vocabulary word that correctly completes the sentence and write it on the line. Then make up a sentence that includes that word.

9. **technique** **responsibility** We all have a _____ to be good citizens.

10. **proclaimed** **identified** It was _____ throughout the kingdom that the prince planned to marry.

11. **mysterious** **unsuspecting** The hunters waited in the tall grass for the _____ ducks.

12. Write a sentence using the word *guardian*.

Name _____

Use the words in the box to complete the sentences below.risks
bluffingdesperate
neglectedobedience
enduredappreciated
misunderstood

1. My dog has often taken _____ to save me from danger.
2. Once I _____ to look both ways before crossing the street, and I almost walked into a bus.
3. I really _____ that my clever dog barked and jumped up on me. He probably saved my life!
4. The only time I scold Sparky is when he tries to eat food from our table. Each time he looks at me as if he has _____ great suffering.
5. Once I sent him to _____ school.
6. Sparky pretended to learn all the commands, but he was only _____.

Write two sentences, each using one of the vocabulary words.

7. _____

8. _____

Name _____

Sometimes when you read a story, you have to **draw a conclusion** about a character or an aspect of the plot. To draw a conclusion, use what the author tells you and what you know from your own experience to make a statement about what's happening in the story.

Read the story. Then draw conclusions to answer the questions.

Fred and Roberto lived next door to each other. Whenever Roberto looked out the window and saw that Fred's owner was taking him for a walk, Roberto would scratch at the front door and whine until Mrs. Marsh got his leash and took him out.

One day Fred came bounding into Roberto's backyard. "I'm running away," he told Roberto. "Mr. Gomez doesn't appreciate the way I bring him his slippers when he comes home from work."

"Don't do it," he advised Fred. "Give Mr. Gomez a little more time to get to know you. He will appreciate you when he gets to know you better."

"You may be right," Fred agreed. "I'll give him another chance."

1. How do you know that this story cannot be true?

2. How do you know that Fred has not been with Mr. Gomez for very long?

3. How do you know that Mrs. Marsh was good to Roberto?

4. How do you know that Fred doesn't really want to run away?



Name _____

As you read *Dear Mrs. LaRue*, fill in the Conclusions Chart.

Text Clues	Conclusions

How does completing the Conclusions Chart help you to generate questions about *Dear Mrs. LaRue*?



Name _____

As I read, I will pay attention to punctuation.

9 Presidents have kept a wide range of pets. These
 18 animals have included cows, mice, goats, and birds. But
 26 dogs have been the most popular presidential pets.
 35 Dogs are loyal and loving. They make their owners
 43 feel **appreciated**. Like other dog owners, many Presidents
 52 have enjoyed the special friendship that dogs can give.
 60 Many people believe that dogs help Presidents gain
 67 support from Americans. Pictures of Presidents playing
 77 with their dogs can make the Presidents seem likable and
 81 help them win votes.
 91 More than 200 dogs of various breeds have lived at the
 100 White House. Some of these White House dogs served
 109 as guard dogs. Others played with the Presidents' children.
 118 And others clearly belonged to the Presidents and were
 125 their personal four-legged friends. A few presidential
 135 pooches were even as well known as their masters. Let's
 take a look at some of the famous "First Dogs" of America. 147

Comprehension Check

1. Why might people prefer a president who has a dog as a pet? **Draw Conclusions**
2. Why did the author write this passage about presidential dogs? **Author's Purpose**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

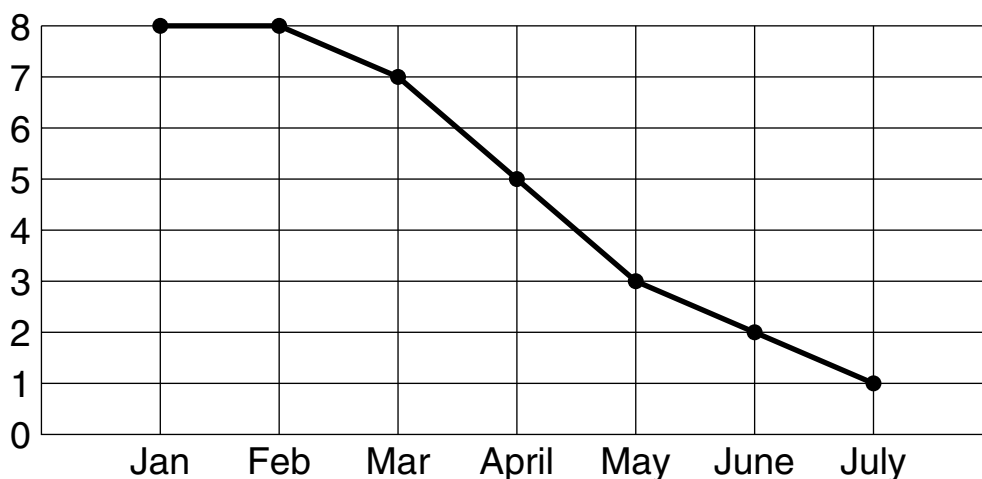


Name _____

A **line graph** is a good way to show how something changes over time. Points on the graph are connected by lines that make it easy to tell whether the occurrences of something increased or decreased as time passed.

Look at the line graph below and answer the questions.

Number of Search Dog Requests in Vail, Colorado



1. During which two months were the largest number of search dogs needed? _____
2. How many search dogs were needed in May? _____
3. In which month were 5 search dogs needed? _____
4. Which two months had the same number of searches?

5. How many more searches were requested in January than in July?



Name _____

When you put the prefix ***mis-*** in front of a word, it changes the meaning of the word. ***Mis-*** means “badly” or “incorrectly.”

Add the prefix *mis-* to each word. Then write a sentence with the new word.

New Word

- | | |
|----------------|-----------------|
| 1. judge _____ | 4. read _____ |
| 2. spell _____ | 5. behave _____ |
| 3. treat _____ | |

Sentence

1. _____

2. _____

3. _____

4. _____

5. _____



Name _____

When you add **-ed** or **-ing** to a word, sometimes you have to add or drop a letter before adding the ending.

- If the word has a short vowel sound and ends in a single consonant, double the last letter before adding the ending.
- If the word ends in **e**, drop the **e** before adding the ending.

Complete the table by writing the correct **-ed** and **-ing** forms of each of these words.

Base Word	Word + <i>ing</i>	Word + <i>ed</i>
1. hop	_____	_____
2. hope	_____	_____
3. flip	_____	_____
4. force	_____	_____
5. tap	_____	_____
6. tape	_____	_____

Write four sentences, each using one of the words above.

7. _____
8. _____
9. _____
10. _____



Name _____

fade
jealousycautiously
disguisedcrisscrossed
faint

wisdom

Answer each question by using a vocabulary word that means the same as the underlined phrase.

1. Does light grow dim after the sun sets?

2. Is it hard to hear a very slight, soft whisper?

3. Do older people have more good sense than younger people?

4. Was the snowy parking lot marked by crossed lines with tire tracks?

5. Did the student enter the principal's office hesitantly?

6. At the costume party, who came dressed up as someone famous?

7. Do silver-medal winners look at the gold medal with envy?

8. Now write your own question and answer following the model.

Question: _____

Answer: _____

Name _____

Sometimes when you read, you have to **draw conclusions** about something in the story. To draw a conclusion, use what the author tells you and what you know from your own experience.

Read the story below. Then answer the questions that follow.

“Look at my new invention,” Matthew said to his friend Abby. “It’s a math homework machine. I invented a robot that will do math problems.”

“How does it work?” Abby asked. She and Matthew were sitting side by side on the front porch of Matthew’s house, after school. Abby was interested in Matthew’s machine because they both had a lot of homework.

“You put the math page in here,” Matthew said, “and the answers come out there.” He put in a page of math problems to show Abby how the machine was supposed to work, but when the answer page came out, this short message was printed on it: “You need to do this work yourself, or you will never be as smart as I am. Your friend, Ricky Robot.”

1. How do you know that Matthew did not like to do math homework? _____

2. What can you conclude about the robot that Matthew invented?

3. How do you know that Abby and Matthew’s teachers believed that homework was a good idea? _____

4. How do you know this story is not true? _____



Name _____

As you read *The Blind Hunter*, fill in the Conclusions Chart.

Text Clues	Conclusions

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How does completing the Conclusions Chart help you to generate questions about *The Blind Hunter*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to pauses and stops in each sentence.

You may know people who like to talk about themselves. Marie Curie was not that kind of person. She went about her work quietly and **cautiously**. She didn't brag about what she did, although she could have. She was a woman of great **wisdom**. Marie Curie made discoveries that changed the world.

Marie Curie's work opened up a new field of medicine called radiology. Her experiments led to better ways of treating people with cancer and other diseases.

She was the first woman ever to win a Nobel Prize. This is a special prize given each year to people who do important work. Years later, Marie won a second Nobel Prize. She was the first person ever to do so.

Marie Curie lived at a time when few women were able to be scientists. She was born poor and was often ill. Yet she rose above all that to become a hero to the world.

Comprehension Check

- How do you know that Marie Curie was taken seriously by the science community? **Draw Conclusions**
- Summarize the description of Marie Curie. **Summarize**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A **glossary** is like a small dictionary found at the back of a book. It lists important or difficult words found in the book in alphabetical order. The glossary gives the meanings and pronunciations of the words.

Use the glossary below to answer the questions.

landscape 1. The stretch of land that can be seen from a place; view. The train passengers watched the passing *landscape*.
2. A picture of such a view. The artist painted a *landscape*. *Noun*
To make an area of land more beautiful by planting trees, shrubs, and by designing gardens. A gardener will *landscape* the grounds. *Verb* **land•scape** (land' skāp'), *noun, plural landscapes; verb landscaped, landscaping*

laser A device that makes a narrow but strong beam of light. A laser may be used to perform surgery, cut metal, or send messages. **la•ser** (lā'zər) *noun, plural lasers*.

1. How are the glossary words arranged?

2. As what parts of speech may *landscape* be used?

3. How might a laser be used?

4. Why wasn't the word *lantern* in the glossary?



Name _____

Word families are groups of words that all share a word **root** or other **part**. You can use what you know about one word to find out the meanings of other members of its family. For example, the word **wisdom** belongs to a family of words that includes **kingdom** and **freedom**.

The syllable *wis* is related to “wise.” One meaning of the suffix *-dom* is “state or condition of being a certain way.” Based on this meaning of *-dom*, write a definition of *wisdom*.

1. _____

The syllable *-dom* can also mean “land ruled by.” Classify *kingdom*, *freedom*, and *dukedom* according to which meaning of *-dom* they have.

Land Ruled By

2. _____

3. _____

State or Condition of Being

4. _____

Fit the above words into these sentences.

5. She was the loveliest lady in the _____.

6. We have the _____ to vote in this country.



Name _____

When words end in a consonant + **y**, you do two things to add endings like **-er** or **-ed**. First you change the **y** to **i**. Then you add the ending.

Change *y* to *i* and add the indicated ending to each word. Then write the new word in the blank.

lazy + er 1. _____

reply + ed 2. _____

worry + es 3. _____

happy + est 4. _____

empty + er 5. _____

family + es 6. _____

dizzy + est 7. _____

funny + er 8. _____

Follow the model and write four more words.

9. _____

10. _____

11. _____

12. _____



Name _____

Complete each sentence with a word from the box.

electrical

globe

fuels

decayed

1. The new _____ cars will help use less gasoline.
2. A horrible smell comes from the remains of animals that have _____.
3. Scientists are always trying to produce better _____ and make them burn cleaner.
4. Countries from around the _____ will participate in the conference.

Now write a paragraph in which you use each vocabulary word at least once.

Name _____

Persuasion is convincing other people to agree with your ideas or opinions. Writers can use reasons, facts, examples, or feelings to try to persuade people.

Read the selection below. Then answer the questions that follow.

No matter where you live, it is a good idea to walk rather than use a car.

Walking is good for you! The exercise helps to keep you healthy. My dad stopped driving last year and now he's running in races!

Walking also cuts down on automobile use. This helps reduce pollution and is a good way to make our town safer. If fewer people are driving, there will be fewer automobile accidents.

1. What is the writer trying to persuade you to do?

2. What is one of the reasons the writer gives for his or her point of view?

3. Write an additional reason that supports the writer's point of view.

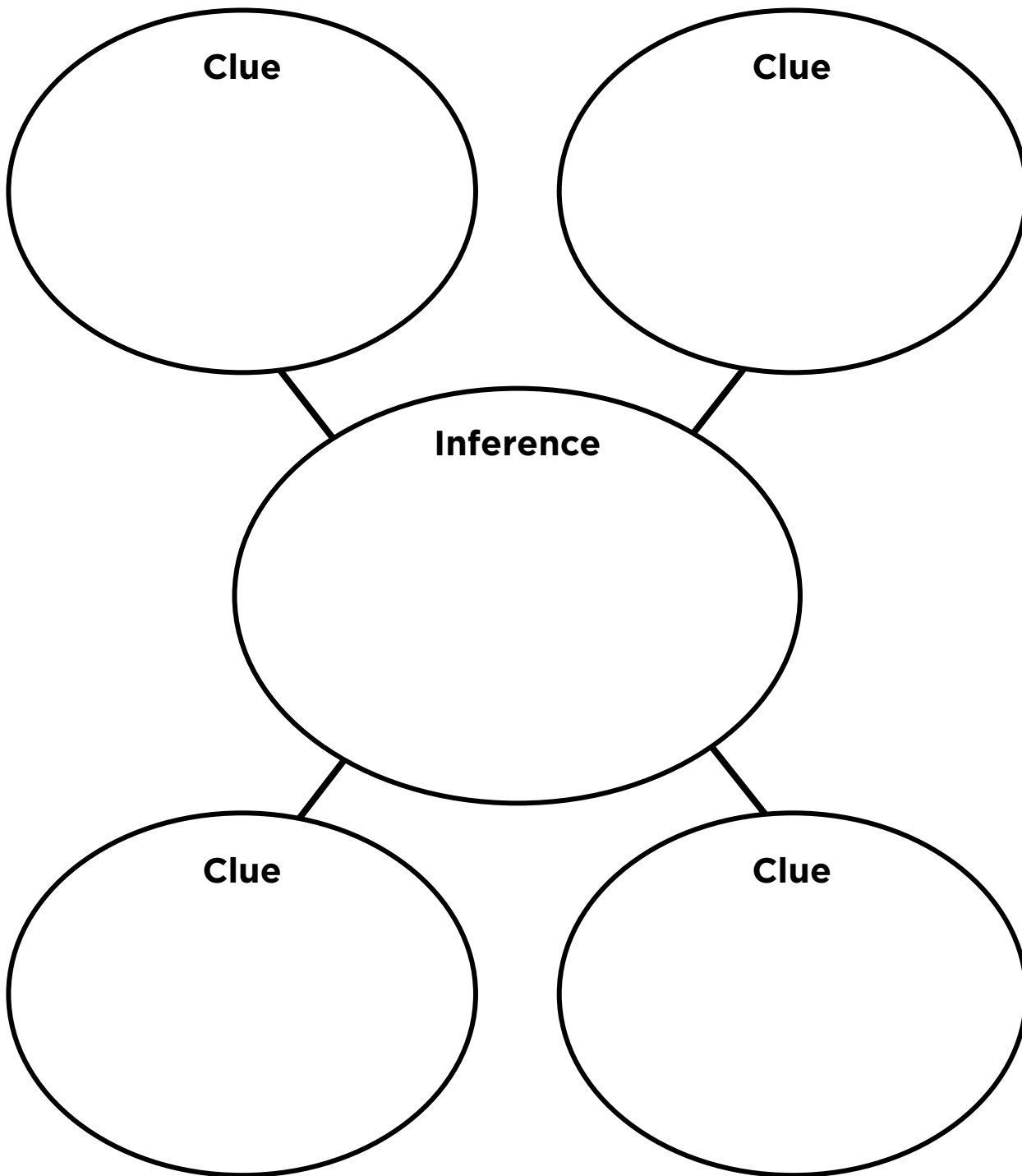
4. What example does the writer give to support the statement that walking is good for you? _____

5. Has the writer persuaded you to walk instead of ride? Why or why not?



Name _____

As you read *The Power of Oil*, fill in the Inference/Opinion Web.



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How does the information you wrote in the Inference/Opinion Web help you generate questions about *The Power of Oil*?



Name _____

As I read, I will pay attention to my pronunciation of vocabulary words and other difficult words.

8 The Hoover Dam brought the Colorado River under
 19 control. The dam also created a reserve of water. The water
 31 was used to irrigate dry farmland. It was also used as a
 38 water supply by nearby cities and towns.
 47 But the biggest benefit of Hoover Dam is its
 55 hydroelectric power. The Hoover Dam makes a huge
 64 amount of electricity. Every year it brings power to
 71 1.3 million people in California, Nevada, and Arizona.
 81 As an energy source, the Hoover Dam is clean and
 94 cheap to run. It does not pollute the air the way fossil **fuels**
 104 would. However, this huge dam has had some bad effects
 114 on the environment. The landscape of the area will never
 127 be the same. The river can no longer carry rich soil to the
 138 lands it flooded. Fish and other wildlife have lost their homes.
 150 But the Hoover Dam is here to stay. It is a modern
 155 wonder of the United States. 155

Comprehension Check

- How does the author persuade the reader that the Hoover Dam is helpful? **Persuasion**
- Compare the effects of fossil fuels with the effects of the dam. **Compare and Contrast**

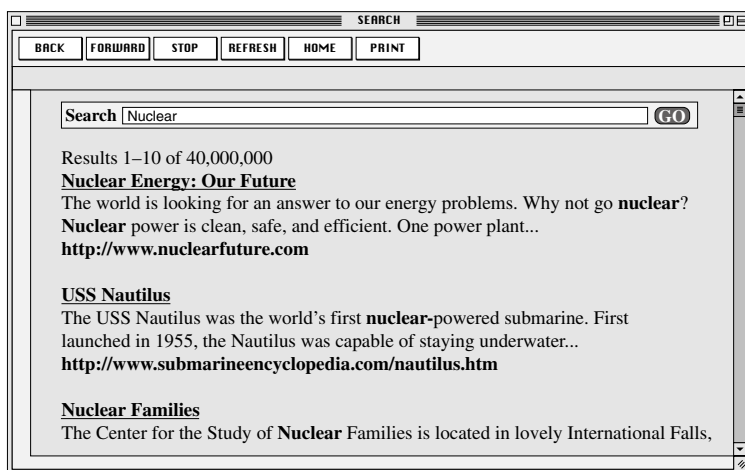
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

You can use a **search engine** to find information on the **Internet**. Type one or more **keywords** that describe your topic into the search engine. Then click *Search*. The search results will bring up a list of Web pages that have the keywords you entered. Click a page name to see it on your computer.

Look at the page of search results below. Then answer the questions that follow.



1. How many total results did the search return? _____
2. What was the search keyword? _____
3. What's another keyword you could use to bring up more information about nuclear energy? _____
4. What would happen if you clicked on the USS *Nautilus* link?

5. Where on the page would you enter more keywords for another search?



Name _____

When you're reading, you may find words that you do not know. When this happens, look in the text for **context clues**. You may find words and phrases that give you the **definition** of an unfamiliar word.

Read each sentence. Define each underlined word. Write your definition on the line and circle the context clues that helped you determine the word's meaning.

1. We spun the globe of the world, looking for the countries of Africa.

2. You need electricity to run TVs, refrigerators, and other electrical appliances.

3. Do your parents use several fuels to create energy to heat your home?

4. Since the animals' remains had decayed, they had broken down to the point that we couldn't tell what they were.

Now answer the following questions about each word.

5. What shape is a globe? _____
6. Name two fuels. _____



Name _____

- Words like *spool*, *grew*, *move*, *soup*, and *suit* have the /**ü**/ sound.
 - Words like *brooks* and *should* have the /**ù**/ sound.
 - Words like *cubes* and *mule* have the /**ū**/ sound.
- Notice that *oo* and *ou* can stand for different sounds.
Remember which sound they stand for in each word you learn.

Read the words in the box. Then put each word under the correct heading.

would
dune
you'll

knew
looking
scoop

books
wood
used

food
prove
cute

/**ü**/

/**ù**/

/**ū**/



Name _____

dove
politicianssnoring
massivetangles
rumbling

unique

Fill in each blank with the correct vocabulary word from the list at the top of the page.

1. The _____ boulder weighed over ten tons.
2. After a day at the ocean, the girl's long hair became a mess of _____.
3. Candidates who run in elections are called _____.
4. To make sure that her quilt would be _____, Grandma used an unusual pattern for organizing her patches.
5. The hawk _____ quickly to catch the rabbit.
6. My grandfather's loud _____ eventually woke him up.
7. The _____ of the thunder scared my dog.

Choose three vocabulary words and use them in one sentence.

8. _____

Name _____

The **sequence of events** in a story is the order in which things happen. Keeping track of the sequence of events helps you make sense of what is happening in a story.

Read the story below. Then number the events that follow to show the correct sequence.

Miranda's parents were planning a trip to Mexico to go whale watching. Miranda's mother bought airline tickets on a travel Web site. Miranda's father asked his boss for time off. Miranda asked a neighbor to feed the family pets. Miranda's mother asked the post office to hold their mail.

On the day of the trip, the family drove to the airport. They stood in line and went through security. Finally they boarded the airplane and took off for Mexico.

1. Miranda's mother asked the post office to hold the mail. _____
2. They stood in line and went through security. _____
3. The family boarded the plane and took off for Mexico. _____
4. Miranda's parents were planning a trip to Mexico. _____
5. Miranda's father asked his boss for time off. _____
6. Miranda's mother bought airline tickets on a travel Web site. _____
7. Miranda asked a neighbor to feed the family pets. _____
8. On the day of the trip, the family drove to the airport. _____



Name _____

As you read *Adelina's Whales*, fill in the Sequence Chart.

↓
↓

How does the information you wrote in the Sequence Chart help you to analyze the text structure of *Adelina's Whales*?



Name _____

As I read, I will pay attention to tempo and match the action in the story.

10 Did you know that whales talk to each other? Whales
 20 make sounds for different reasons. Some sounds are used to
 31 locate calves. Others are used to find mates. Whales even use
 42 sounds to warn other pod members that a predator is around.
 52 Toothed whales click and whistle in order to locate food.
 59 Baleen whales make knocking, moaning, **snoring**, and
 67 **rumbling** noises. Humpback whales sing, but not during
 77 feeding season. They save their tunes for the warmer waters
 85 where they spend their breeding season. Some scientists
 94 believe they are singing love songs. Other scientists think
 105 they are sending out threats, like “Go away!” We may never
 110 know exactly why whales sing.
 120 Some humpback whales swim up to the surface and take
 132 a few breaths. Then they dive under the water and start to
 142 sing. They do not move when they sing. Their underwater
 154 songs can be heard for miles. Sometimes they sing for a half
 157 hour without stopping.

Comprehension Check

1. What actions does a humpback whale take when it sings? **Sequence**
2. Why might a whale need to communicate with another whale? **Draw Conclusions**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

The **rhyme scheme** of a poem is the pattern of rhymes at the end of each line. The poem's **meter** is the way that accented and unaccented syllables are arranged in the poem. You can think of it as the poem's rhythm.

1. Read the following limerick by Edward Lear. Circle the rhyming words at the end of each line. Then put an *a* next to the first set of rhyming words and a *b* next to the second set of rhyming words to identify the poem's rhyme scheme.

There was an Old Man with a beard, _____

Who said "It is just as I feared!— _____

Two Owls and a Hen, _____

Four Larks and a Wren, _____

Have all built their nests in my beard!" _____

2. Read the first line of the poem. How would you describe the meter of this line?

3. Now write your own limerick below.



Name _____

Homographs are words that have the same spelling but different meanings. They may also have different pronunciations.

Read the list of homographs and their meanings. Then read the sentences and decide the meaning of the underlined homograph. Write the letter of the correct meaning in the blank next to the sentence.

dove – a. past tense of dive b. a kind of bird

fluke – c. part of a whale's tail d. something lucky

1. The whale splashed the surface of the water with its fluke. _____
2. The eagle dove for its prey. _____
3. It was a fluke that my mother won the game. _____
4. The bird watchers saw a mourning dove sitting in a tree. _____

Pick another homograph. Write one sentence for each meaning of the word.

5. _____

6. _____



Name _____

The /oi/ sound can be spelled with **oi** as in **foil** or with **oy** as in **boy**. The /ou/ sound can be spelled with **ou** as in **couch** or with **ow** as in **now**. Keep in mind, though, that not all words containing **oi** have the /oi/ sound and not all words spelled with **ou** and **ow** have the /ou/ sound.

In each row of words below, there is one word that does not belong. If the word does not have the same sound as the others, make an X over it. If the word is a homograph, sometimes pronounced like the other words and sometimes pronounced differently, put an asterisk (*) next to it. Then on the blank line, add another word that belongs with the group you made.

- | | | | | |
|-------------|---------|---------|----------|-------|
| 1. joy | foil | employ | onion | _____ |
| 2. bow | allowed | south | outside | _____ |
| 3. coil | destroy | oil | going | _____ |
| 4. mouth | doubt | through | how | _____ |
| 5. broil | doing | spoil | noise | _____ |
| 6. sow | tower | frown | sprout | _____ |
| 7. couch | dough | cloud | crowd | _____ |
| 8. enjoy | soil | shooing | toys | _____ |
| 9. now | enough | crown | proud | _____ |
| 10. brow | cow | low | down | _____ |
| 11. annoy | voices | boil | porpoise | _____ |
| 12. thought | shower | loud | trout | _____ |



Name _____

coral
reefbrittle
eventuallycurrent
partnership

suburbs

Complete each sentence with a word from the box.

1. On our vacation we went snorkeling and saw pink _____.
2. The blizzard closed the airport for several hours, but planes _____ were able to take off.
3. My father took the train from our station in the _____ into the city each morning.
4. During the storm the wind snapped the _____ tree branch.
5. The hidden _____ ripped into the bottom of the boat.
6. The fast-moving _____ of the river swept the dead tree out to sea.
7. My friends and I set up a business _____.

Choose five of the vocabulary words and use them in three sentences.

8. _____

9. _____

10. _____

Name _____

When you **compare** two things, you look at ways in which they are alike. When you **contrast** them, you focus on how they are different.

**Read the passage about sharks and dolphins below.
Then answer the questions that follow.**

Dolphins and sharks both live in the ocean, but they are different in many ways. Dolphins are not fish, but warm-blooded mammals. Dolphins have lungs and come up to the surface to breathe.

Sharks are fish, with gills instead of lungs. Some sharks live deep in the ocean, while others live near the surface.

Sharks and dolphins are alike in some ways, too. Both eat fish, and some kinds live together in rivers and lakes in Central and South America.

Compare sharks and dolphins and list two ways that they are alike.

1. _____

2. _____

Contrast sharks and dolphins and list two ways in which they are different.

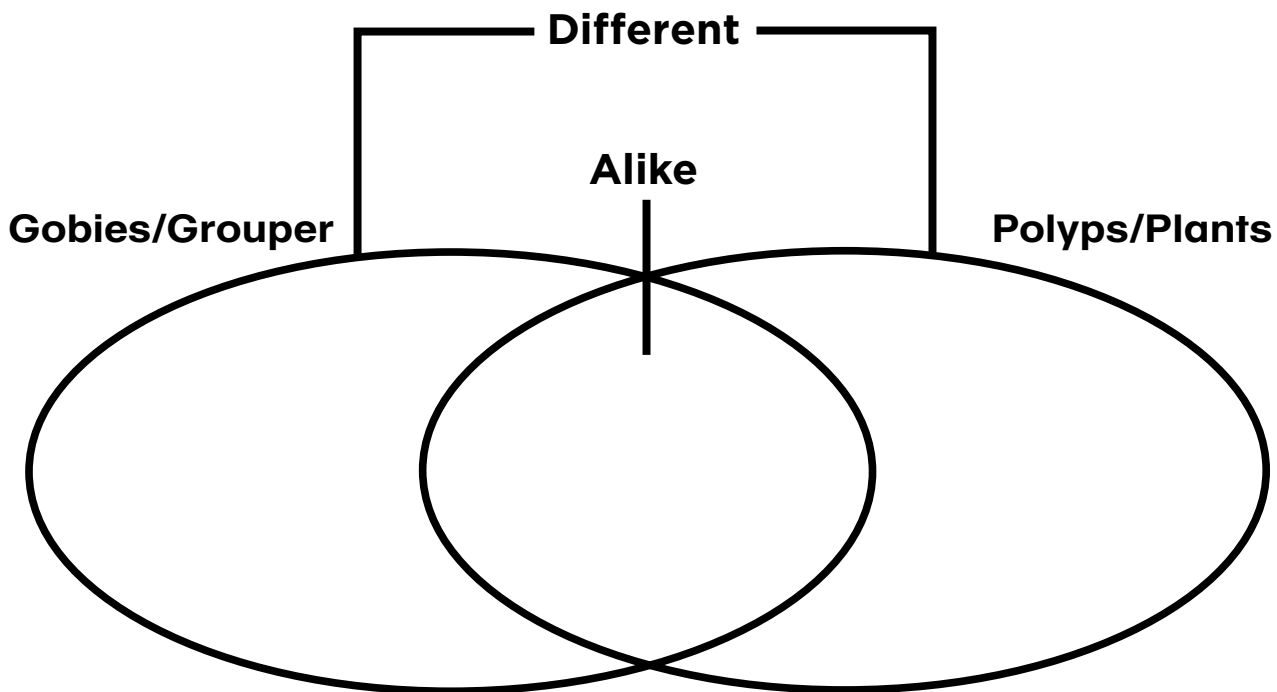
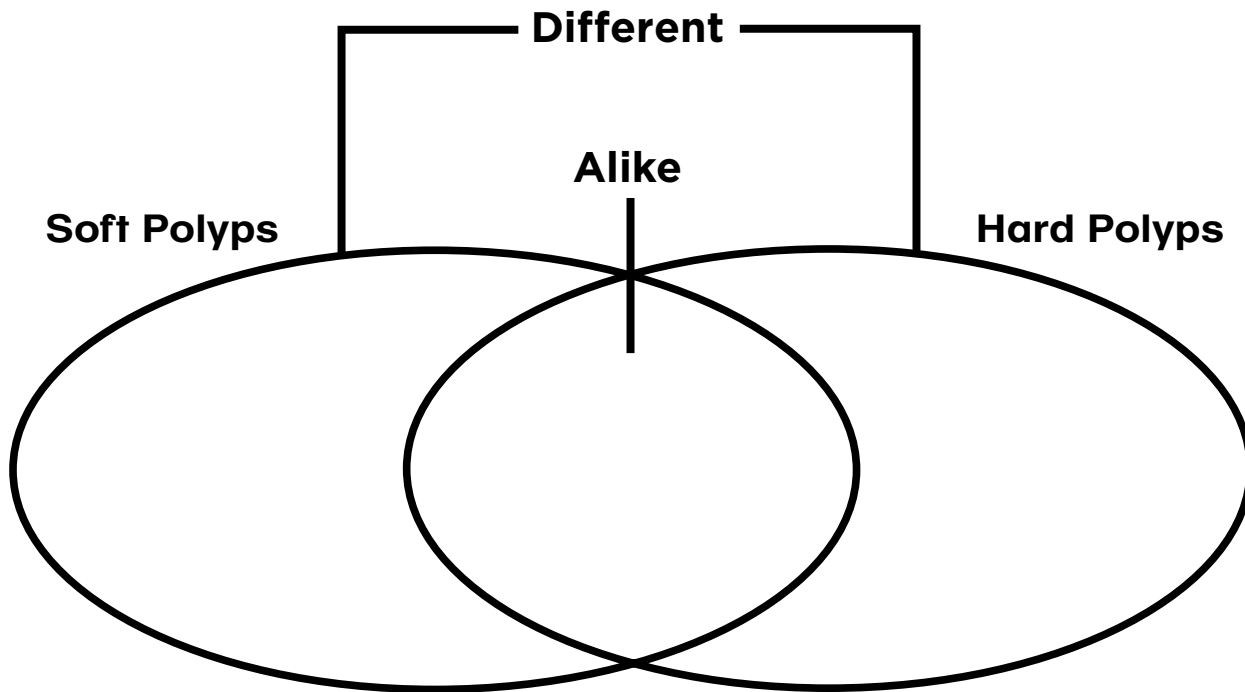
3. _____

4. _____



Name _____

As you read *At Home in the Coral Reef*, fill in the Venn Diagram.



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How does completing the Venn Diagram help you to analyze the text structure of *At Home in the Coral Reef*?



Name _____

As I read, I will pay attention to my pronunciation of vocabulary words.

Life in a tide pool is difficult. The **temperature** may
 10 range from very hot in the daytime to very cold at night.
 22 Twice a day, during high tide, ocean waves rush in and fill
 34 the tide pool with water. At low tide the water goes out
 46 again. The same tide pool may be completely dry.
 55 Tide pool animals must hang on tight at high tide and
 66 keep themselves wet at low tide. They must adapt to
 76 both heat and cold. And they must defend themselves
 85 against becoming another creature's lunch. Only the most
 93 adaptable tide pool animals can survive.
 99 The barnacle is an example of a true tide pool survivor.
 110 A barnacle is born swimming freely. But soon after that,
 120 it finds a rock or other hard surface in a tide pool. The
 133 animal cements itself there for life. 139

Comprehension Check

- How is a tide pool different from a part of the ocean that is always under water? **Compare and Contrast**
- Why does the barnacle need to cement itself to a rock? **Draw Conclusions**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

The main character in a story is called the **protagonist**.
Hyperbole is the use of exaggeration to make a point or create a sense of drama.

Read the passage below. Then answer the questions that follow.

Devin was amazed by what he saw when he jumped into the water. Through his mask, he could see different kinds of fish flitting around the coral. “There must be a million of them,” he thought to himself. Some shimmered so brightly that they must have been made of silver. Others were bright blue, red, and yellow. It was as if a museum full of paintings had been turned into fish and let loose among the coral.

To his left he could see his sister Brianna swimming near a big fan-shaped piece of coral. He motioned toward the surface, and they both swam up and stuck their heads out.

“Is this great or what?” Devin asked.

“Yeah!” said Brianna. “I’m going to spend my whole vacation out here.”

1. Who is the story’s protagonist? _____

What are two examples of hyperbole from the story?

2. _____

3. _____

Use hyperbole to create your own description of a coral reef.

4. _____



Name _____

Context clues can help readers determine the meaning of an unfamiliar word. Sometimes writers will provide context clues through a **description** that makes the meaning of a word clearer.

Example: *My uncle could never eat clams or oysters because he was allergic to **mollusks**.* You can use the context clues *clams* and *oysters* to figure out the meaning of the word **mollusks**.

Underline the context clues that describe the word in dark type. Then write the word's definition.

1. I saw all kinds of **marine** life swimming underwater at the aquarium.

Definition: _____

2. After the earthquake, there were a few smaller **tremors** that shook the ground.

Definition: _____

3. Some fish feed on **plankton** because these tiny plants and animals are very nutritious.

Definition: _____

4. To put out the fire, the man **doused** the flames with a bucket of water.

Definition: _____

5. The captain pulled the **rudder** hard to the left to steer the ship away from the rocks.

Definition: _____

6. The **brilliant** sunshine streamed in through the window and lit up the room.

Definition: _____



Name _____

The underlined letters in the following words show you different ways to spell the /ô/ sound: **bald, stalk, straw, caught.** Notice that in **bald** you pronounce the *l*, but that in **stalk** you do not.

Read the list of words below. Then sort the words into two columns. The left column is for words with the /ô/ sound. The right column is for other words.

laws
sale
wail

catch
wall
mall

malt
band
strawberry

bows
talking
taught

Words with /ô/

Other Words



Name _____

A. Find and circle the vocabulary words in the puzzle.

Words can be spelled left to right, right to left, top to bottom,
bottom to top, and diagonally.

crisscrossed endured electrical unique snoring politicians

w	f	u	c	c	p	i	j	w	m	n	e
r	t	s	n	r	b	x	t	i	j	g	s
p	p	o	l	i	t	i	c	i	a	n	s
o	a	w	n	s	q	b	a	j	c	i	l
r	l	r	x	s	t	u	h	k	e	r	f
u	j	u	e	c	r	s	e	n	r	o	m
s	d	f	n	r	u	d	a	q	u	n	k
l	r	h	z	o	m	o	w	d	b	s	x
g	w	e	l	s	t	k	v	s	u	x	g
m	s	q	u	s	t	w	t	v	i	l	t
a	y	e	l	e	c	t	r	i	c	a	l
d	e	r	u	d	n	e	j	r	p	w	o

B. Complete each sentence with a vocabulary word from Exercise A.

1. The sound of my dog _____ loudly in his sleep woke me up.
2. How many _____ appliances are there in your home?
3. Ralph's dog _____ training classes just to get the treats.
4. What makes humpback whales _____ among all whales?
5. Our class wrote to _____ to ask them to pass laws that would protect sea life.

Name _____

C. Draw a line to match the definition to the vocabulary word.

- | | |
|---|--------------|
| 6. not properly cared for | a. massive |
| 7. pretending or fooling, usually by acting bigger or more powerful | b. disguised |
| 8. willing to do anything to get what you want | c. desperate |
| 9. very large | d. neglected |
| | e. bluffing |
| 10. changed the appearance of in order to hide | |

D. Write the vocabulary word that means almost the same thing as the underlined word.

eventually globe tangles brittle cautiously

11. I had to be very careful handling the
- breakable
- coral.
-
- _____

12. Sam
- finally
- collected a new quarter from each of the fifty states.
-
- _____

13. After our walk in the woods, I had to comb the
- knots
- out of my dog's fur.
-
- _____

14. Maria
- carefully
- crossed the street. _____

15. How many times did that satellite circle the
- Earth
- ? _____

Name _____

snuffled selecting positive consisted peculiar advanced

Complete each sentence with a word from the box.

1. The dog _____ loudly as he sniffed for more food in his dish.
2. Ted had trouble _____ a different book because he liked to read only mysteries.
3. "You have a _____ taste in music," Tobie told Andre. "I never thought I would meet a nine-year-old who liked Bach."
4. Andre's choices at the library always _____ of history books about the period too.
5. "I am absolutely _____ that you will love this book about horses," Laura assured Marie.
6. Both girls then argued over which of the two was the more _____ reader.

Write a sentence using the word listed.

7. peculiar _____

8. selecting _____

Write a definition of the listed word, using your own words.

9. snuffled _____
10. advanced _____

Name _____

A **summary** is a short retelling of a story. To **summarize** what you have read, include only the most important information.

Read the passage below. Then answer the questions that follow.

I love the public library in my town. It's in an old building. I can find everything I need there. The books are organized by subject and author. That makes it easy to find what I need. Then I can take my books home.

Libraries have only a few rules. You must have a library card to take out a book. There is no charge for checking out a book, but many libraries ask that books be returned after three weeks. If you don't return books on time, you must pay a fine. Some libraries limit the number of books you can check out at once.

Most libraries today have computers. If you have to write a report for a homework assignment, the computer can help you find the information you need to know.

1. What should you include in a summary?

2. If you were summarizing the passage above, would you include the information that you must have a library card to check out a book? Why?

3. If you were summarizing the passage above, would you include the information that the library is in an old building? Why?

4. Now write a summary of the passage above in your own words.



Name _____

As you read *Because of Winn-Dixie*, fill in the Summarizing Chart.

↓
↓
↓
↓

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How does the information you wrote in the Summarizing Chart help you to evaluate *Because of Winn-Dixie*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to end punctuation.

Nate Jasper fumbled for his library card and handed it to Ms. Kim, the librarian. He was checking out books about life in the American colonies for a social studies report. He hadn't realized it was his turn because he was distracted by a sign taped to the wall beside the circulation desk.

The sign read: "First Annual Highland Drawing Contest. Prizes to be awarded for drawings that best show the exciting and unique beauty of Highland, Vermont."

"I see that our drawing contest has caught your eye," said Ms. Kim. "Are you an artist?"

"Yeah, I guess I am," said Nate. "But I've never entered a contest."

"Well, why not consider making this your first?" asked Ms. Kim. "We have a Young Artists division, and we need people like you to help make the contest a success. The winning drawings will be displayed here in the Highland Public Library. Here, take a flyer and think about it."

Comprehension Check

1. What does Ms. Kim say to Nate? **Summarize**

2. Why is Nate a good candidate to enter the contest? **Draw Conclusions**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Onomatopoeia is the use of a word to imitate a sound.
A **simile** compares two different things using *like* or *as*.

Read the poem below. Then answer the questions that follow.

Books

What can you do with books, anyway?
You can laugh at them,
frown at them, slam them shut.
You can stack them cover to cover
till they're as tall as a skyscraper.
You can stuff them in your backpack
till it's heavy like an elephant.
Or you can take one, crack it open,
and read.

1. Which word in the third line of the poem is an example of onomatopoeia?

2. Write the two similes that appear in the poem.

3. What two things are being compared in the similes you wrote above?

4. Why is the poet's use of the word *slam* an example of onomatopoeia?



Name _____

The dictionary definition of a word is its **denotation**.
The feelings associated with a word are its **connotation**.

The bold words in each pair of sentences below have similar denotations, but their connotations are different. Write the feelings you associate with each word.

1. The day was **crisp**—just perfect for taking a walk.

2. The day was **raw**. How I wish I'd worn my gloves.

3. Alicia is really **goofy**.

4. Alicia is really **funny**.

5. Juan was **thrifty** and saved his money.

6. Juan was **cheap** and spent hardly any of his money.



Name _____

A two-syllable word with the **VC/CV pattern** is usually divided between the two consonants.

swal low wel come

The first syllable of a VC/CV word is a **closed** syllable. That means it has a short vowel sound and ends in a consonant.

Divide each word below into syllables. Write the syllables in the blanks provided.

1. copper _____
2. member _____
3. planner _____
4. market _____
5. summer _____
6. slender _____
7. fossil _____
8. blanket _____
9. fiction _____
10. witness _____
11. litter _____

Which syllable is accented in these words?

12. _____



Name _____

cranky
specialtybumbling
famishedselfish
commotion

exasperated

Choose a vocabulary word from the list that has the opposite meaning of the word(s) in dark type and makes each sentence true. Write it on the line.

1. Mariel is **happy** because she slept for only four hours last night.

2. I had only a bag of peanuts for lunch, so I was **stuffed** by the time dinner came. _____

3. The **graceful** waiter kept dropping and spilling everything.

4. It would be **generous** not to share your lunch with a hungry friend.

5. My mom felt **pleased** when I forgot to take out the garbage for the fourth time. _____

6. Tyler's dog caused a **peaceful pause** when it escaped and ran through a grocery store. _____

7. Knowing how to bake bread well is a real **inability**. _____

8. Use one of the vocabulary words in a sentence of your own.

Name _____

As you read a story, think about what the characters do and say. This will help you **make judgments** about the plot and its characters.

Read the passage below. As you read, make judgments about the characters based on what they say and do. Then use your judgments to answer the questions below.

Carla's fourth grade class was planning a play. "I should be the princess," said Evelyn. "I am the best actress in class."

"No, I should," said Katerina. "I have the loudest voice and everyone will hear me."

Madison didn't say anything, but Carla could see that she wanted the part, too.

"Let's have tryouts," Carla suggested. "Everyone who wants to be the princess can read the same lines that the princess will say. Then the class can vote on who should have the part."

1. What kind of person do you think Evelyn is? _____

2. What judgment can you make about Katerina?

3. What kind of person is Madison? _____

4. What kind of person is Carla? _____



Name _____

As you read *Ranita, the Frog Princess*, fill in the Make Judgments Flow Chart.

	→	
	→	
	→	
	→	
	→	
	→	

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How does the information you wrote in the Make Judgments Flow Chart help you to evaluate *Ranita, the Frog Princess*?



Name _____

As I read, I will pay attention to dialogue and characters' roles.

9 *[Dean Dragon's kitchen. Matthew is struggling to light a*
 20 *fire with a match under a cauldron of stew. Dean Dragon*
 31 *steps up and lights it with his dragon breath. Priscilla uses*
 41 *a large wooden spoon to stir the stew, while Matthew*
 44 *starts chopping carrots.]*
 44 **Princess Priscilla:** *(inhaling a spoonful of stew with a*
 53 *look of pleasure)* Mmm. That smells good already.
 61 **Matthew:** Wait until it's finished. It's delicious.
 68 **Dean Dragon:** *(smiling)* My vegetable stew is good, if
 77 I do say so myself. It's famous among dragons.
 86 **Princess Priscilla:** I can see why. *(She smiles at Dean,*
 96 *then goes back to stirring the stew.)* I'd just like to get my
 109 hands on that Knight Never-Do-Well. He woke me up in
 121 the middle of the night and told me that my family was in
 134 danger. So of course I came. Then when we got here, he tied
 147 me to the tree and told me not to worry, he'd be back to
 161 rescue me soon. I'd like to take a can opener to that shiny
 174 armor of his. 177

Comprehension Check

1. Do you think Knight Never-Do-Well is a reliable person? **Make Judgments**
2. Do these characters enjoy working together? Why? **Make Inferences**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

An **interview** is an account of the **questions** asked by one person and the **answers** given by another.

Read the following interview and then answer the questions.

As a reporter for the local newspaper, I recently met with Harry Buck. This ten-year-old is performing in a play put on by our local community theater. Here's part of the interview.

Q: What's the name of the play you are performing in?

A: It's called *Columbus Sails for the New World*.

Q: What part are you playing?

A: I'm playing Christopher Columbus.

Q: Did you have to audition for the role? If so, how many people tried out for it?

A: Yes, I had to audition. I think 4 or 5 of us tried out for the role.

Q: Can anyone try out for a play at the community theater?

A: Yes. We've put on plays with kids as young as 5 and adults as old as 70.

Q: How often do you rehearse?

A: For this play, we practice three nights a week and on the weekends.

1. Who is being interviewed? _____

2. What role is Harry playing? _____

3. What does the **Q** stand for? _____

4. What does the **A** stand for? _____



Name _____

Words that have opposite meanings are called **antonyms**.
A word can have more than one antonym.

Word	Antonyms
<i>glad</i>	<i>sad, unhappy</i>
<i>angry</i>	<i>calm, pleased</i>

Draw lines to match each word in Column 1 with an antonym from Column 2.

Column 1

1. selfish
2. hungry
3. noisy
4. speedy
5. excited

Column 2

- a. full
- b. calm
- c. slow
- d. unselfish
- e. quiet

In the blank, write an antonym for each underlined word.

6. My dad was happy _____ when he saw my report card.
7. The fabric of the cushion felt very smooth _____.
8. The light in the room was dim _____.
9. Thalia made a fruit salad with cherries that were so sweet _____.
10. I looked out the window and saw sunny _____ weather.



Name _____

An **open syllable** ends with a long vowel sound. Open first syllables have the **V/CV pattern**.

A **closed syllable** ends with a consonant. The vowel sound is short. Closed first syllables may have the **VC/V pattern**.

Read the words below. Listen for the vowel sound in the first syllable and draw a slash to show where to divide each word. If you have doubts, look up the word in a dictionary. Then, on the line, write whether the first syllable is open or closed.

1. habit _____
2. never _____
3. wiper _____
4. talent _____
5. robin _____
6. meter _____
7. cider _____
8. level _____
9. promise _____
10. famous _____
11. limit _____
12. finish _____



Name _____

Choose a vocabulary word to replace the underlined word(s) in each sentence. Write the word on the line.

period vessels valuable documenting estimated

1. Columbus sailed three ships on his voyage to the New World.

2. Many explorers were looking for gold and other priceless objects.

3. A length of time of over three hundred years was spent exploring the New World. _____
4. Explorers guessed at how much food and what supplies they would need on their long journeys. _____
5. Recording everything that happened on a voyage required a lot of discipline. _____

Now write a sentence that uses two of the vocabulary words in context.

6. _____

Name _____

A **fact** is something known to be true or real. A fact can always be proved true.

An **opinion** is a judgment one holds to be true, even though there are no facts to support that conclusion.

Read the passage below. Then write *fact* or *opinion* after each statement.

The Spanish explored Mexico and Peru in the 1500s. They looted the lands they explored and filled their ships to the brim with gold and treasure. The jewels they carried back to Spain were the most beautiful in the world.

Because of their valuable cargo, the treasure ships were prey for pirates. The ships usually traveled a route that took them through a stretch of water called “The Spanish Main.” Some pirates claimed to have captured hundreds of treasure ships there.

1. The Spanish explored Mexico and Peru in the 1500s.

2. The Spanish looted the lands they explored. _____
3. The jewels they carried back to Spain were the most beautiful in the world. _____
4. The ships usually traveled a route that took them through “The Spanish Main.” _____
5. Some pirates claimed to have captured hundreds of treasure ships.



Name _____

As you read *Exploring the Undersea Territory*, fill in the Fact and Opinion Chart.

Facts	Opinions

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How does the information you wrote in the Fact and Opinion Chart help you to evaluate *Exploring the Undersea Territory*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to pronunciation of vocabulary words and other difficult words.

A coral reef is a shelf that runs along the coastlines of countries throughout the world. Coral reefs are found in shallow, warm waters all over the world.

Among all these reefs, there is one that stands out. It is the Great Barrier Reef along the coast of Australia. It is remarkable for many reasons. One is its length—over 1,250 miles. It is the largest coral reef ecosystem in the world, and the largest organic structure on the planet. It is also home to numerous kinds of sea life.

About 40,000 years ago, the Aboriginal peoples were the only humans living on the Australian continent. They fished and hunted along parts of the Great Barrier Reef. For a long **period** of time they were the only people who knew the reef existed.

When sailors began to explore the world, their boats sometimes hit the sharp coral that was under the water, sinking their **vessels**. The reef remained a mystery.

Comprehension Check

1. What details support the idea that the Great Barrier Reef is remarkable?
Main Idea and Details

2. Why were the sailors unaware of the coral reef? **Make Inferences**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

When you **skim**, you look quickly through a selection to find out what it is about. You look for its main idea and important details.

When you **scan**, you run your eyes through a text looking for a specific word or phrase. You don't read every word.

Read the information below. Then answer the questions that follow.

How to Scan for Information

When you scan for information, follow these steps.

- Identify the key words and phrases that you are looking for.
- Pass your eyes over each line of print quickly.
- Don't stop until you see your key word or phrase.
- Double-check to be sure that you have found the information.

1. Why would it not have been useful to skim the passage above the box?

2. If you're looking for key words and phrases, are you skimming or scanning? _____

3. Which of the following is the best key word or phrase that you would use for scanning?

- a.** hammerhead **b.** sharks **c.** marine life

4. Which do you think is more useful, skimming or scanning? Explain your answer. _____



Name _____

An analogy shows how two pairs of words are related. The first pair of words has to be related to the second pair in the same way.

An example of an analogy is *hot* is to *summer* as *cold* is to *winter*.

Complete each analogy with a word from the box.

enormous	listening	submarine	evening	elated
ocean	sights	painter	expensive	furious

1. *Saltwater* is to _____ as *freshwater* is to *stream*.
2. *Breakfast* is to *morning* as *dinner* is to _____.
3. *Ship* is to *above water* as _____ is to *below water*.
4. *Camera* is to *photographer* as *paintbrush* is to _____.
5. *Big* is to _____ as *small* is to *tiny*.
6. *Watching* is to *movie* as _____ is to *music*.
7. *Sad* is to *miserable* as *angry* is to _____.
8. _____ are to eyes as *smells* are to nose.

Write two more analogies below.

9. _____ is to _____ as _____
is to _____.
10. _____ is to _____ as _____
is to _____.



Name _____

When you say a two-syllable word, one of the syllables is pronounced with more emphasis. The syllable pronounced with more emphasis is the **accented syllable**.

In the word *between*, the second syllable is accented.

Word	First Syllable	Second Syllable
<i>between</i>	be	tween

cancel	remind	frosty	behave	tender
action	chamber	gather	belief	confuse
contain	certain	mustang	convince	damage

Say each word from the list above aloud. Then sort the words into two groups: words with an accented first syllable and words with an accented second syllable.

First Syllable AccentedSecond Syllable Accented



At Home: Take turns saying the following words: *carpet*, *dentist*, *demand*, *noble*. Decide whether the accent in each word is on the first or second syllable.

Name _____

strutting
skyscrapersswarms
gloriousflicked
collage

barbecue

Answer each question, substituting the vocabulary word for its underlined definition.

1. Have you seen Jason? Why was he walking in a proud manner down the hall?

2. Why were there great numbers of people at the mall?

3. Did the horse get you when she snapped her tail?

4. What kinds of food do you like to eat at an outdoor gathering at which meat is roasted over an open fire and served?

5. Where can you go to see very tall buildings?

6. How would you describe an exceedingly beautiful or splendid day?

7. What materials are you using to make that artistic composition made by pasting or gluing materials together on a surface?

Use two of the words above in one sentence.

8. _____

Name _____

Characters are the people, and sometimes animals, that you read about in a story. The main character is the story's most important character. You can learn about characters from the things they say, do, and feel.

Read the following passage. Then answer the questions that follow.

Brian said to his mom, "I'm worried about going to art camp. I won't know anyone there."

"Don't worry about it," his mom said. "You'll see. It'll be fine."

When Brian walked into the camp meeting room, he swallowed hard. Most of the tables were full of kids talking and laughing with each other. There was only one spot open, and it was at a table way in the back.

There were three other kids at the table—Alex, Kenya, and Mike. They all knew each other, but they were happy to talk to Brian, too. The four of them wound up working on a project together. By the time Brian went home, he knew he had a new set of friends for the summer.

1. Who is the main character? _____
2. Name the other characters in the story.

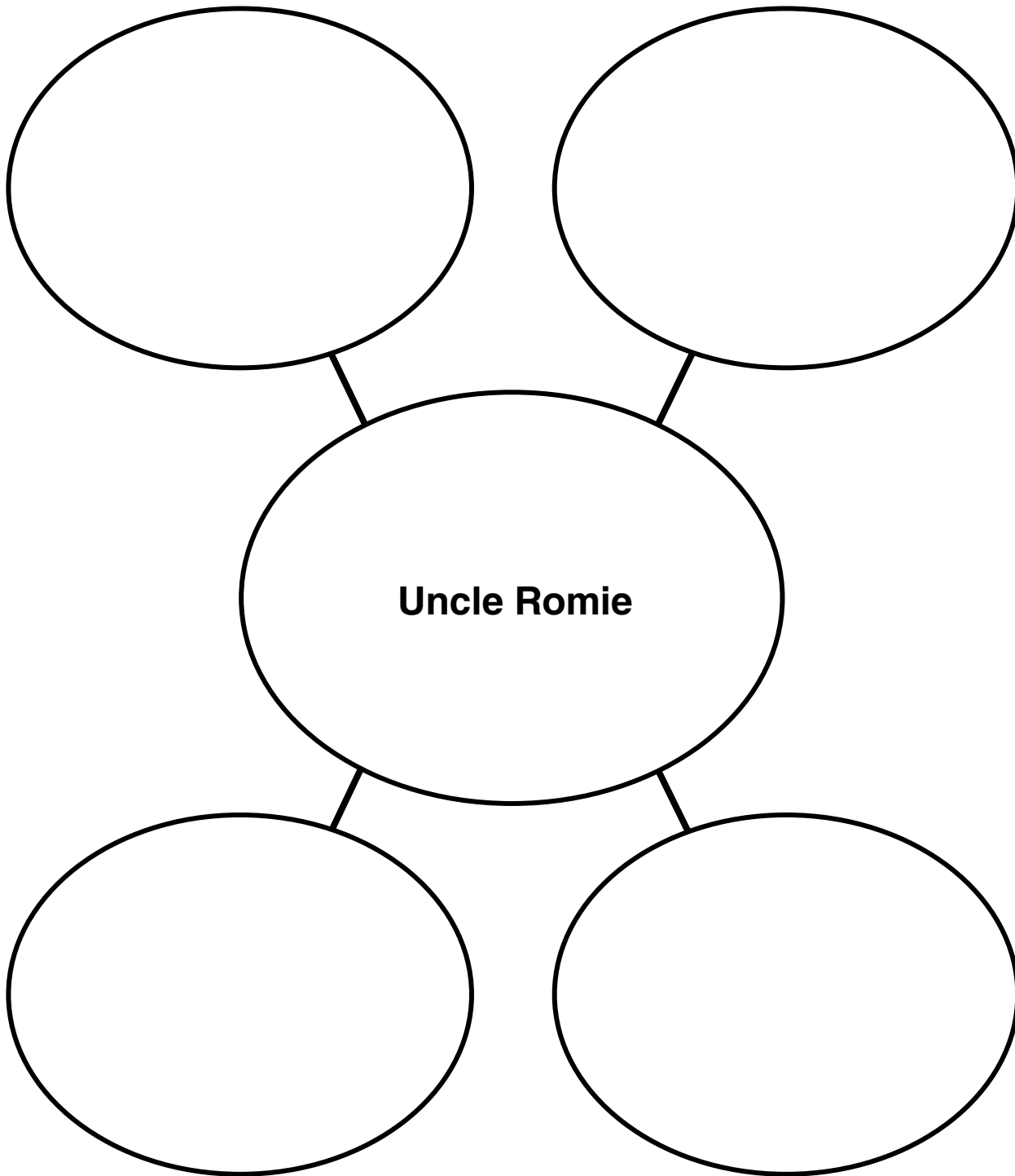
3. What kind of person do you think Brian is? _____

4. Do you think that Alex, Kenya, and Mike are friendly? Explain your answer.



Name _____

As you read *Me and Uncle Romie*, fill in the Character Web.



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How does the information you wrote in the Character Web help you to monitor your comprehension of *Me and Uncle Romie*?



Name _____

As I read, I will pay attention to my tempo in order to match the action in the story.

8 Carly held her breath as the broad-tailed hummingbird
 17 fluttered near the cluster of wildflowers. She stared into
 27 her camera, waiting. A fly landed on Carly's arm. She
 39 **flicked** it away with a finger. The bird flew near a flower.
 47 The flower wasn't red enough, though. Carly waited.
 58 The bird flew to another flower. This one was too small.
 67 Finally, the bird hesitated over the largest, reddest flower.
 77 Carly began to snap pictures. She was certain that these
 88 would be some of the best pictures she had ever taken.
 97 Carly raced home and uploaded the pictures onto her
 105 computer. She couldn't wait to see the results.
 116 But when the pictures came up on the screen, she was
 124 disappointed. Carly studied them, then opened her photo
 131 journal. She wrote: "Hummingbird pictures: The bird's
 142 wings are a blur, not enough detail on flower, bird isn't
 153 close enough to the flower in any shot. Why aren't these
 the way I thought they would be?" 160

Comprehension Check

1. What do you learn about Carly in this passage? **Character**
2. How might the journal help Carly take better pictures in the future? **Draw Conclusions**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Directions explain how to do something. Sometimes numbered steps are given to tell the reader the order in which things should be done. **Sequence words**, such as *first*, *then*, *next*, and *last*, can also help readers follow directions. Sometimes a list of needed **materials** is included in the directions.

Read the following directions. Then answer the questions.

How to Paint a Room

Materials

paint	drop cloth	paint stirrer	roller
painter's tape	paintbrushes	paint tray	

Directions

1. Put drop cloths on the floor and furniture to protect them.
2. Place blue painter's tape around the areas that you do not want painted, like windows, for instance.
3. Open the paint cans and mix the paint with a stirrer.
4. Pour the paint into a paint tray. Use a roller to paint the walls.
5. Use a paintbrush to paint the corners, edges, and other spots the roller can't reach.
6. When you are finished, wash the brushes and rollers with warm water.

1. How many materials are needed to paint a room? ____
2. What is the first thing you should do before you paint a room?

3. What do you pour the paint into? _____
4. What would happen if you skipped Step 2?



Name _____

Context clues can help readers determine the meaning of an unfamiliar word. Sometimes writers use description to help readers define unfamiliar words.

Underline the context clues that describe the meaning of the boldfaced word. Then write the word's definition.

1. We decided that the **theme** of our collage would be what we did during our vacation.

Definition: _____

2. The chef felt her masterpiece was not complete until she **shredded** cheese into tiny strips and sprinkled it on top of the omelette.

Definition: _____

3. The young artist worked with many different **mediums**— oil and acrylic paints, colored pencils, and chalk.

Definition: _____

4. My neighbor offered me the **proposition** of getting \$20 each time it snows for shoveling his stairs and sidewalk.

Definition: _____

5. My two uncles are starting a business together as **joint** owners.

Definition: _____

6. After we paid our **admission**, we could enter the museum and stay as long as we wished.

Definition: _____



Name _____

The schwa + *r* or /ər/ sound is what you hear at the end of *collar*, *danger*, and *victor*. Notice that this sound can be spelled in three different ways—*ar*, *er*, and *or*.

barber zipper anchor harbor popular collar

Use the words in the box to complete each sentence. Underline the letters that make the /ər/ sound in each word.

1. Every time my clever _____ cuts my hair, he creates a work of art.
2. The Flemish oil paintings in the north tower are the most _____ exhibit in the museum.
3. My favorite collage is the one I made with the _____ from an old pair of trousers.
4. Aunt Susie finished her watercolor painting of the clipper ships in the _____.
5. I put a _____ and leash on my dog when we go for a walk in the park.
6. Uncle Tim thinks the old rusty tanker _____ in his front yard is beautiful!

Now look for other examples of the /ər/ sound in the sentences and underline them as well.



Name _____

descendants
coaxinghabitat
fragilethreatened
glistening

sanctuary

Label each statement **True** or **False**. If the statement is false, explain why.

1. Something is *fragile* if it is hard to break.

2. The desert is the whale's natural *habitat*.

3. When you try to force someone strongly to do something, you are *coaxing* them.

4. Children are *descendants* of their grandparents.

5. If you think you are safe from harm, you may feel *threatened*.

6. A *sanctuary* is a place where wild animals can live safely.

7. When clouds are blocking the sun, the ocean water is *glistening*.

8. Write a sentence that contains two of the above vocabulary words.

Name _____

A **cause** makes something else happen. When you ask the question “Why did that happen?” the answer is the cause. What happens as a result of the cause is its **effect**. When you ask the question “What happened?” the answer is the effect.

Read the passage below. Then answer the questions that follow.

Every spring my family goes on a camping trip. My parents like to get out of the city, and they want my brother and me to enjoy nature. When we first leave the city I’m always surprised by the quiet. There are no more sirens or blaring horns because there is no traffic.

Since we love to “rough it,” we bring only what we really need. We have sleeping bags, cooking equipment, and food. We set up camp near a mountain river. Because the river water comes from melting snow, we keep food that can spoil in a container in the water. We put a big rock on top so our food doesn’t float away.

Our week in the mountains is fun for the entire family. It brings us together and, for a little while, we forget about our hectic city lives. We all look forward to our yearly camping trip when we all slow down and enjoy the peace and beauty of nature.

1. What causes the family to go on a camping trip every spring?

2. What is the effect of driving where there is no traffic?

3. What causes the river’s cold temperature? _____

4. What effect does the yearly camping trip have on the family?



Name _____

As you read *Wild Horses*, fill in the Cause and Effect Diagram.

Cause	→	Effect
	→	
	→	
	→	
	→	
	→	

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How does the information you wrote in the Cause and Effect Diagram help you to monitor your comprehension of *Wild Horses*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to my pronunciation of vocabulary words.

10 By the 1800s, huge herds of wild horses were roaming the
open range.

12 Picture this: You must catch a wild animal that can run as
24 fast as a train. You must tame that wild animal by riding on its
38 back. You must teach that animal to follow your every command.
49 And you must trust that animal with your life.

58 That is exactly what cowboys did when they caught, tamed,
68 and rode wild mustangs.

72 Capturing a wild mustang was a team effort. One cowboy
82 could not do it alone. Cowboys rode together on tamed horses in
94 order to catch the wild mustangs. The cowboys used their fastest
105 and strongest horses to chase the wild mustangs.

113 When the wild mustangs were exhausted, the cowboys drove
122 them into a fenced corral. The mustangs couldn't see the fence
133 until it was too late. Tired and thirsty from the long chase and
146 **glistening** with sweat, the mustangs could run no more. 155

Comprehension Check

1. What was the effect that a cowboy obtained by following these steps?

Cause and Effect

2. Summarize this passage. **Summarize**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A **figure of speech** is a way to use vivid or poetic language to express oneself.

Example: The thirsty earth soaked up the rain.

When the figure of speech is an extreme exaggeration, it is called **hyperbole**.

Example: She was dying of thirst by the end of the tennis match.

Read the following sentences. Put an X over those that have no figures of speech. For those that do, underline them. When the figure of speech is hyperbole, put a check in the box.

1. The runaway mare stood there calmly, munching the long grass and allowing the men with the lassoes to get a little bit closer. ☐
2. Timothy was as strong as a horse. ☐
3. Our team's best batter hit that ball into the next county. ☐
4. When Jim asked his father whether he could stay out until midnight, he never expected his dad to bite his head off. ☐
5. Jim's dad got hopping mad. He really blew his top! ☐
6. Jim's older brother asked him if he wanted him to speak to their dad, but Jim told him not to stick his neck out. ☐
7. Omar winked and said, "We're having ice cream cake at the party, but keep it under your hat." ☐
8. Rather than preparing a speech for Open House, Samantha thought she would play it by ear. ☐
9. Roger would give his right arm for a new skateboard. ☐
10. Pedro's great-grandmother is older than the hills. ☐



Name _____

Context clues can help readers determine the meaning of unfamiliar words. Sometimes, you can gather context clues by reading the paragraph in which an unfamiliar word appears.

A. Read the passage below. Use context clues to help you figure out the meanings of the words in dark type.

We were standing around the **corral**, leaning on the fence and watching the horses. “Midnight’s a good mother,” I said, as the black mare’s **foal** followed closely behind her. Only two days old, it was still getting used to walking on its long, **wobbly** legs.

My aunt sighed. “Sometimes I wonder if they would have been better off in the canyon, living in the **wilderness** instead of around people,” she said.

B. Write the definition for each word, along with the context clues that helped you identify the word’s meaning.

1. **corral** definition: _____

context clues: _____

2. **foal** definition: _____

context clues: _____

3. **wobbly** definition: _____

context clues: _____

4. **wilderness** definition: _____

context clues: _____



Name _____

The /ə/ sound is what you hear at the end of *double*, *medal*, *vessel*, and *fossil*. Notice the four different letter pairs that can stand for the sound.

local
kettlelittle
verbaladaptable
unclechannel
natural

pupil

Choose a word from the box to fill in each blank. Underline the letters that make the /ə/ sound in each word.

1. A _____ community group is working to protect the _____ habitat of wild horses.
2. _____ Cal, my grandfather's brother, used to work on a farm that caught and tamed wild horses.
3. For homework, the _____ watched a documentary about wild horses on the nature _____.
4. Wild horses are not the most _____ animals, which makes them difficult to tame.
5. When working with horses, the trainer would call out _____ commands.
6. I poured a _____ more water from the _____ into my tea cup.



Name _____

A. Answer each question using the underlined vocabulary word.1. What have you done to make someone feel exasperated?

2. If you are documenting something, what are you doing?

3. Where are you likely to find skyscrapers?

4. How would you describe the habitat of a polar bear?

5. Where is there often a lot of commotion?

B. Read each vocabulary word. Then draw a line to the word that has the opposite meaning.**Column 1**

6. fragile

7. positive

8. valuable

9. cranky

10. estimated

Column 2

a. exact

b. pleasant

c. unsure

d. sturdy

e. worthless

Name _____

C. Write the vocabulary word that means almost the same thing as the underlined word or words.

strutting coaxing peculiar famished glistening

11. I thought the artist's style was rather strange. _____
12. Larry was very hungry and couldn't wait for lunch. _____
13. Kim was walking proudly down the hall after getting an "A" on her test.

14. The sparkling sunlight on the water made the ocean look as if it were filled with diamonds. _____
15. Convincing a toddler to eat isn't always easy. _____

D. Write the vocabulary word that completes each sentence.

selfish swarms vessels bumbling threatened

16. The _____ princess never thought of anyone but herself.
17. When most lizards feel _____ they hurry to the nearest hiding place.
18. The captain hoped to find treasure in the _____ that lay for so many centuries on the bottom of the sea.
19. When my sister tried the advanced dance class, she felt like a _____ beginner.
20. In the summer, _____ of people head to the beach.

Name _____

annoyed
glinted

prospectors
reference

outstretched
disappointment

circular

A. Draw a line to match the vocabulary word to its meaning.

- | | |
|-------------------|---|
| 1. reference | a. reaching out |
| 2. prospectors | b. sparkled |
| 3. disappointment | c. round, like a circle |
| 4. annoyed | d. upset |
| 5. circular | e. people who search for gold |
| 6. outstretched | f. the feeling when something
doesn't happen the way you
hoped it would |
| 7. glinted | g. a source of reliable information |

B. Write a paragraph or two using as many of the vocabulary words as possible.

Name _____

A **cause** is what makes something happen. If you can answer the question “Why did that happen?” then you know the cause.

What happens as a result of the cause is the **effect**. If you can answer the question “What happened?” then you know the effect.

Read the passage below. As you read, think about causes and effects. Then answer the questions.

Sam Brannan was a merchant in San Francisco. When he heard that gold had been found near the American River, he knew just what to do. He bought up every pickax, shovel, and pan in the entire city. Then he ran through the streets of San Francisco spreading the news about the discovery of gold.

Because Brannan was the only merchant who had tools to sell, he could charge as much as he wanted. Prospectors were willing to spend \$15.00 for a pan that was worth only 60 cents. It wasn't long before Brannan became one of the richest men in California—without ever panning for gold!

1. What caused Sam Brannan to buy up all the mining tools?

2. What was the effect of Brannan's spreading the news about gold?

3. What caused miners to pay \$15.00 for a 60-cent pan? _____

4. What was the effect of so many prospectors buying Brannan's tools?



Name _____

As you read *The Gold Rush Game*, fill in the Cause and Effect Diagram.

Cause	→	Effect
	→	
	→	
	→	
	→	
	→	

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How does the information you wrote in the Cause and Effect Diagram help you to analyze the story structure of *The Gold Rush Game*?



Name _____

As I read, I will pay attention to pauses, stops, and intonation.

In the early 1800s, the United States needed room to grow.
 10 Most people lived in the East. The cities were crowded. New land
 22 was expensive. Young families couldn't afford to buy farms.
 31 Then the United States government purchased land from
 39 France. The government also acquired land from Mexico. Soon the
 49 country stretched all the way to the Pacific Ocean. People looked
 60 to the setting sun with **outstretched** arms and said, "Go west!"
 71 Settlers rode in wagons or on horses. They followed long, dusty
 82 trails across hot plains for thousands of miles. There was no shelter.
 94 People slept in tents on the ground. They had to watch out for wild
 108 animals like wolves and snakes. The trip west could take months.
 119 Then a railroad was built that stretched from the East Coast
 130 almost to the West Coast. The railroad made travel faster. More
 141 people poured into the new lands. The settlers quickly built small
 152 towns where the farming, fishing, and mining were good. 161

Comprehension Check

1. What caused people to move west? **Cause and Effect**
2. What does the author feel towards people who lived in the East in the 1800s? **Author's Perspective**

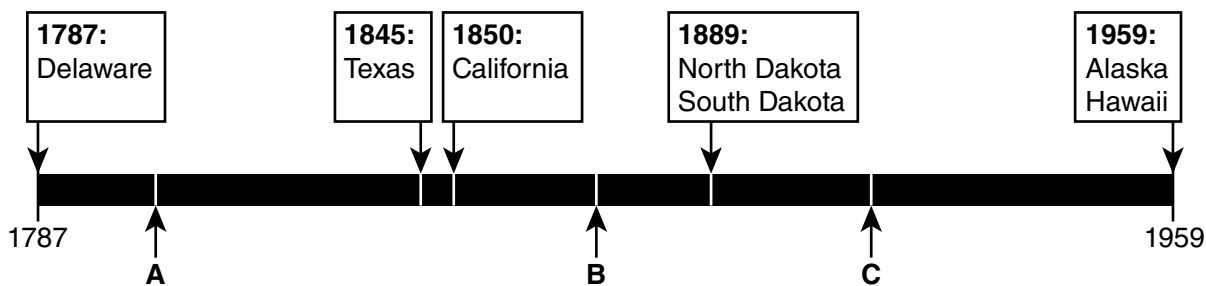
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A **timeline** is a visual way to show a sequence of events in a period of time. Events that happened during that time period are placed on the timeline in the order in which they happened.

Statehood Timeline



Use the timeline to answer the questions.

1. What is the subject of this timeline?

2. When did Texas become a state? _____

3. Which states became states in 1889? _____

4. How many years does the timeline cover? _____

5. Arizona and New Mexico became states in 1912. Where would you put that event on the timeline:—at point A, point B, or point C? _____

6. What is the earliest date on this timeline? The latest date? _____



Name _____

A **suffix** is a word part that can be added to the end of a **base word**. Adding a suffix to a base word changes its meaning. When added to the end of a verb, the suffix *-er* or *-or* means “a person who.”

teach + er = teacher (a person who teaches)

act + or = actor (a person who acts)

Look for the verb. Then add the correct suffix to make a word that means the same as the entire phrase in bold.

1. A **person who travels** across time is a time _____.
2. A **person who mines** for gold is a _____.
3. In the 1800s, many people traveled by sea. And a **person who worked on the sailing ships** was called a _____.
4. Wong Daido was a **person who survived** the river current.
He was a _____.
5. A **person who settled** in California was a _____.
6. A **person who bikes** on California's mountain trails is a mountain
_____.
7. A **person who visits** the site of Sutter's Mill is a _____.
8. A **person who researches** the history of the California Gold Rush
is a _____.



Name _____

The final /ən/ sound is what you hear at the end of the following words:

wooden often raisin reason bacon

The /ən/ sound can be spelled *-en*, *-in*, or *-on*.

bacon proven button eleven cousin dozen
women reason shaken listen common cotton

Write a word from the box to complete each sentence. Underline the letters that represent the /ən/ sound.

1. Were there any _____ at the mining camps?
2. Nine plus two is one less than a _____.
3. Do you know the _____ why the computer turned into a time machine?
4. Miners fried up lots of _____ for their breakfasts.
5. General stores in San Francisco sold yards of _____ for all the clothes the miners would need.
6. My great-grandfather had a _____ who was a gold miner.
7. The earthquake left them feeling very _____ up.
8. I love to _____ to stories about the Gold Rush.
9. Most of the miners could sew a patch or a _____ on their clothes.
10. The pigeon is a _____ bird in many cities.



Name _____

eavesdropping
jumblescuffling
scornfullywistfully
acquaintance

logical

Answer the questions using a vocabulary word that means the same as the underlined word or phrase.

1. Did the raccoon leave a big mess when it turned over the garbage can?

2. Was the seagull gazing hopefully at the crab on the rocks below?

3. Was the owl in the tree listening in on your conversation by the campfire?

4. What do you think is making that scraping or dragging sound in the woods?

5. Is it reasonable to expect an animal to act like a person?

6. Would a mouse be the not-too-close friend of a cat in real life?

7. Would an owl look at a wolf with dislike and disrespect?

8. Use two of the vocabulary words in a sentence about a wild animal.

Name _____

A **theme** is the subject, or topic, that an author is writing about. To identify a story's theme, ask yourself, "What is the subject of this story?"

Read the passage. As you read, think about the theme. Then answer the questions that follow.

Mario Mouse did not always do as he was told. His mother had told him never to leave the safety of their mouse hole, because the world outside was dangerous. But Mario was an adventurous mouse. One evening he ran out of the hole to see the world.

My, the world was big! He found himself in a huge room. It had chairs, a couch, and low tables. In one corner, he saw a big box that had bright pictures and spoke! Mario crept forward to look at the bright pictures.

Just then a big furry animal bounded into the room, making snarling noises. Mario was terrified. He let out a squeak and scurried back to his mouse hole. He dove through it, back to safety. "Mom was so right," he thought.

1. What is one of the themes of this story? _____

2. On the lines below, list three story events that support the theme that you identified.

a. _____

b. _____

c. _____



Name _____

As you read *The Cricket in Times Square*, fill in the Theme Map.

Clue
↓
Clue
↓
Clue
↓
Clue
↓
Clue
↓
Theme

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How does the information you wrote in the Theme Map help you to analyze the story structure of *The Cricket in Times Square*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to end punctuation in each sentence.

12 Stripes raised his eyes and blinked at Jani. He was a lovely
 24 striped cat. Jani thought he looked like a little tiger. She picked
 37 the cat up. She sat with him on a chair, stroking his head.
 47 “You’ll never believe what we learned in school today,” she
 49 told Stripes.
 60 Stripes looked up at her with wise green eyes. “People used
 71 to make leopard-skin coats,” she told him. “Some people still
 84 do. A coat made from a cat, Stripes. It makes me so mad!”
 95 Jani could not be sure, but she thought that Stripes scrunched
 100 up his nose in disgust.
 111 That night, Jani fell into a restless sleep. She tossed and
 121 turned. She dreamed about animals who could talk. In her
 129 dream, she hid nearby, **eavesdropping** on their conversation.
 139 The animals were in danger. And they needed help. Suddenly
 152 she woke up. It was almost midnight, but there was a light in
 her room. “Who’s there?” she asked. 158

Comprehension Check

1. Why does Jani fall into a restless sleep? **Make Inferences**
2. Why might Jani feel sympathy for leopards? **Make Inferences**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Advertisements use pictures and text to get people to buy or do something. Advertisements use several techniques of persuasion:

- loaded language, such as *best*, *better*, and *special*
- bandwagon, or urging that you join many other people
- testimonials, or the backing of a celebrity
- warnings that the offer is good for a limited time only

Read each advertisement. Then answer the questions.

Our world-class bird feeder will blow you away! It's the best there is. As Bob Wells of the Nature Channel says, "You won't find a better feeder anywhere."

1. What techniques does the advertisement use? _____
2. What words or phrases did you use to figure out the advertisement's approach? _____

Join your friends and neighbors by donating to the Save the Tigers fund. Act now and receive this beautiful tote bag.

3. What techniques does the advertisement use? _____
4. What words or phrases did you use to figure out the advertisement's approach? _____



Name _____

Context clues are words in the same or surrounding sentences that help a reader figure out the meaning of an unfamiliar word.

Read the passage below. Then write the meaning of each word in dark type and the context clues that helped you figure it out.

The **audience streamed** into the theater to hear Regina Jackson's talk. Hundreds of people moved smoothly but quickly into their seats. Jackson was the world's leading **authority** on **jaguars**. No one else knew more than she did about the lives of these big cats. From the moment she began to speak everyone sat quietly. You could see by their interested expressions that they were **fascinated** by what she had to say. When Regina finished, everyone stood up and began to applaud.

1. **audience** Definition: _____

Context clues: _____

2. **streamed** Definition: _____

Context clues: _____

3. **authority** Definition: _____

Context clues: _____

4. **jaguars** Definition: _____

Context clues: _____

5. **fascinated** Definition: _____

Context clues: _____



Name _____

Homophones are words that sound the same but are spelled differently and have different meanings. The words *right* and *write* are homophones.

right = correct write = make marks on paper

Fill in each blank with the correct homophone.

1. **tale / tail** He told a _____ about a lion that lost its _____.
2. **patience / patients** The doctor encouraged his _____ to have more _____ while they waited to see him.
3. **dough / doe** The _____ and her fawns ate the _____ that the baker left on the window sill.
4. **wade / weighed** She tried to _____ across the river wearing a backpack that _____ ninety pounds.
5. **bolder / boulder** The skier grew _____ after he jumped over the _____.
6. **plain / plane** We flew in a _____ over the _____ where the buffalo were.
7. **week / weak** I felt _____ for a _____.
8. **aloud / allowed** “There are no photos _____,” the guide said _____.



Name _____

fossil

inspected

paleontologist

stumbled upon

Write a vocabulary word to replace the underlined words in each sentence below. Then make up a sentence that includes the word.

1. The team looked carefully at _____ the sunken ship.

2. Researchers came unexpectedly to _____ a brilliant conclusion.

3. The scientist who studied things from millions of years ago

_____ knew that what looked like a stick of wood was really an ancient bone.

4. The preserved remains _____ of two ants in amber proved that the insect has not changed much over the past 90 million years.

Name _____

A **generalization** is a broad statement about something. Based on certain facts or instances, a general rule is formed. This general rule may not always be true each time that it is applied. Most generalizations that are true use words such as *many*, *most*, and *usually*. If a generalization uses words such as *all*, *none*, or *never*, the statement may be too broad to be true.

True: Many dinosaurs were meat-eaters.

Not True: All dinosaurs were meat-eaters.

Read the facts. Then write a generalization that is true, based on the facts presented and on what you already know.

1. • Eagles, wrens, cardinals, hawks, and robins are birds that can fly.
• Gulls, crows, condors, bluejays, and egrets are birds that can fly.
• Ostriches are birds that can't fly.

2. • Dinosaur fossils have been found in North and South America.
• Dinosaur fossils have been found in Europe and Asia.
• Dinosaur fossils have been found in Africa and Australia.

3. • Tyrannosaurus rex was about 40 feet long.
• Brachiosaurus was about 70 feet long.
• Compsognathus was about the size of a chicken.

4. • Mrs. Vega's fourth-grade class loves to read about dinosaurs.
• Ms. Kim's fourth-grade class loves to read about dinosaurs.
• Some fourth graders in my class are not very interested in dinosaurs.



Name _____

As you read *Meet a Bone-ified Explorer*, fill in the Generalizations Chart.

Information from Text	What I Know	Generalization

How does the information you wrote in this Generalizations Chart help you analyze the text structure of *Meet a Bone-ified Explorer*?



Name _____

As I read, I will pay attention to the pronunciation of vocabulary and other difficult words.

Thousands of years ago pharaohs ruled the great kingdom
 9 of Egypt. When pharaohs died, they were buried in tombs
 19 with their treasures. One of these pharaohs was very young.
 29 His name was King Tutankhamen (TOOT -ahngk-ah-muhn).
 34 The entrance to Tutankhamen's tomb was well hidden.
 42 The Egyptians built tombs that were hard to find and even
 53 harder to enter. They made secret entrances and false passages.
 63 Soon after the king was buried, robbers broke into the
 73 tomb and took some of the treasures. The tomb was then
 84 resealed. It stayed buried in the sand for thousands of years.
 95 In the early 1900s, an Englishman named Lord Carnarvon
 103 began the search for this pharaoh's tomb. Carnarvon believed
 112 that the king was buried in the Valley of the Kings.
 123 In 1907, Carnarvon began working with a man named
 131 Howard Carter. Carter was an artist for **paleontologists**.
 139 He made drawings of the **fossils** and other findings. Carter
 149 and Carnarvon began a search for King Tutankhamen's
 157 tomb. It was a search that would last for many years. 168

Comprehension Check

- How do you know that the two men were dedicated in their search for the tomb? **Draw Conclusions**
- Why did the Egyptians build tombs that were hard to find? **Cause and Effect**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

For items 1–12, read the passage and fill in the information asked for in the form. Then answer the questions that follow.

Mr. Carter's fourth-grade class plans to visit the York Science Museum on Friday, April 22. The bus will leave at 8:00 A.M. and return at 4:00 P.M. Students should bring a bag lunch on the day of the trip. Permission forms must be returned to Mr. Carter by Friday, April 8.

Field Trip Permission Form

1. Student's Name _____
2. Date of trip _____
3. Student's Address _____

4. Home Phone # _____
5. Destination _____
6. Transportation by ☐ Bus ☐ Car ☐ Subway
7. Time Departing _____
8. Time Returning _____
9. Parent's Name _____
10. ☐ I give permission for my son/daughter to go.
11. Parent's Signature _____
12. Today's Date _____

- 13.** Should the student write in the space next to item 11 on the form? Explain why.

- 14.** What is the latest date that should appear in the space next to item 12?



Name _____

Many English words are formed by adding word parts, such as prefixes and suffixes, to a basic word, or root word. Many words have roots that come from Latin, the language of ancient Rome.

- All words that have the root *aud-* have something to do with sound or hearing.
- All words that have the root *spec-* have something to do with sight or seeing.

Complete each sentence with a word from the box that takes the place of the underlined words.

audible audio audience spectacles spectator spectacular

1. From the back of the auditorium, we could hardly hear the part that can be heard portion of the paleontologist's presentation. _____
2. A person who watches at the dinosaur exhibit knew so much more than I did about fossils. _____
3. The museum fire alarms had both flashing lights and an able to be heard signal. _____
4. The people who came to hear the scientist speak applauded at the end. _____
5. Dinosaurs must have been amazing to see. _____
6. Ping left his eyeglasses in the pocket of his coat, so he couldn't read where the bones of the ichthyosaurus were found. _____



Name _____

When added to the beginning of a word, a prefix changes the meaning of the word.

The prefixes *un-*, *non-*, and *dis-* mean “not” or “the opposite of.”

- **dis** + trust = distrust to not trust
- **non** + sense = nonsense something that doesn’t make sense
- **un** + covered = uncovered the opposite of covered

The prefix *mis-* means “badly” or “incorrectly.”

- **mis** + spell = misspell to spell incorrectly

Each of these prefixes has a short vowel sound.

Underline the prefix in the following words. Then write the meaning of the word.

1. disobey _____
2. unsure _____
3. misbehave _____
4. nonsense _____
5. unhappy _____
6. dislike _____
7. misunderstand _____
8. disconnect _____
9. unbelievable _____
10. miscalculate _____



Name _____

glider
unstableassured
applaudedwingspan
hoisting

headlines

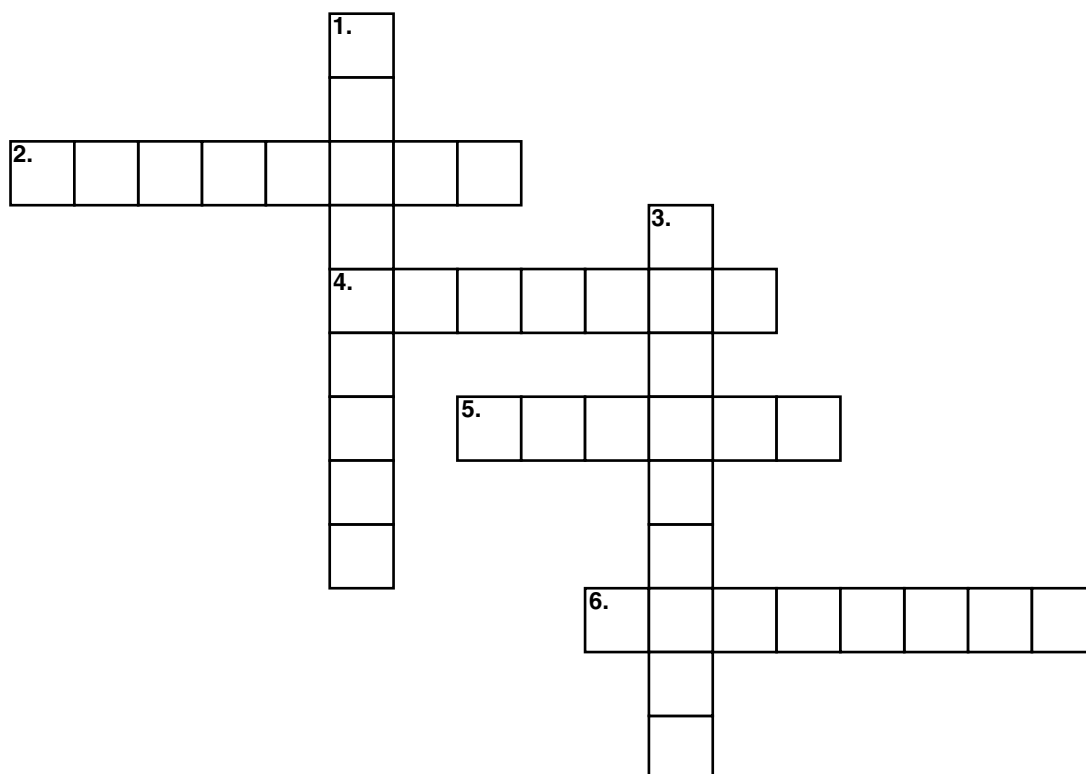
Write the word that matches each meaning. Then write your answer in the crossword puzzle.

Across

2. the distance between the tips of a plane's wings _____
4. certain _____
5. a light aircraft that uses air currents to fly _____
6. not steady _____

Down

1. clapped to show appreciation for a performance _____
3. newspaper article titles _____



Name _____

An **author's perspective** is his or her point of view. It may include the author's attitudes and opinions about a subject.

Read each passage. Then answer the questions that follow.

Planes are so safe today that no one should be afraid to fly. Flying is one of the safest ways to travel. Far more people are hurt while riding in cars than flying in planes.

1. What is the author's opinion about the safety of flying? _____

2. What information does the author give to support this? _____

Today's airplanes may hold a lot of people, but airlines have taken all the fun out of flying. No one likes to be crowded into a small space for a long time. Airlines make more money when they squeeze more passengers into planes, but passengers get more uncomfortable and less enthused about flying.

3. What is the author's perspective on flying these days?

4. What does the author use as evidence?

5. Write a sentence that the author would agree with about how to make passengers happier to fly again. _____



Comprehension: Author's Perspective

The diagram consists of three identical rectangular boxes arranged horizontally at the top. Each box is labeled "Clue" in bold black text at its top center. From the bottom center of each "Clue" box, a black arrow points downwards to a single, larger rectangular box at the bottom. This bottom box is labeled "Author's Perspective" in bold black text at its top center. The entire diagram is enclosed in a black border.



My Brothers' Flying Machine

Grade 4/Unit 6

Name _____

As I read, I will pay attention to my tempo in order to match the action in the story.

In 1903 Wilbur and Orville Wright built an airplane with an engine. They became the first people to fly a power-driven aircraft safely. Flight became safer and more popular in the decades after the Wright Brothers' first flight. Many people dreamed of becoming pilots. James Banning was one of them.

Banning knew that learning to fly was not going to be easy for him because of racial segregation. Blacks and whites usually attended separate schools, ate in separate restaurants, and drank from separate water fountains. There were many people who did not think African Americans should have the opportunity to be pilots. But James Banning was determined.

James Banning was born in the territory of Oklahoma in 1899. His parents, like many other formerly enslaved people, had moved there after the Civil War. The Homestead Act allowed them to claim 160 acres of land to farm. They hoped to have better lives far from where they had worked as captives.

Comprehension Check

1. What kind of character did James Banning have? **Character, Setting, Plot**
2. What was the opinion that people held about African American pilots during segregation? **Fact and Opinion**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Repetition is using a word or phrase several times throughout a poem for emphasis.

Personification is a literary device in which animals or things are given human characteristics.

Read the poem. Then answer the questions that follow.

Operation Migration

A new millennium approaches, filled with hope and cheer.
But will it see the whooping crane for many of its years?
A forgotten resolution to migrate and survive
Keeps the birds from knowing the route or how or why.

A pilot has a brainstorm, filled with hope and cheer.
But will it teach the whooping crane to live for many years?
A pilot and a glider would lead the way and show
The whooping cranes that followed where the route is, so they'd know.

The pilot glances back and he's filled with hope and cheer.
Two rows of flapping whooping cranes follow in the rear.
Suspended in the balance between the Earth and sky,
Will the birds remember? Will the birds survive?

Another nest of hatchlings, filled with hope and cheer.
Another brood of whooping cranes to follow late this year.
A pilot in a glider between the Earth and sky.
Each year more birds remember and the whooping crane survives.

1. Which phrases in the poem are examples of repetition?

2. What is one example of personification in the poem?



Name _____

When added to most present-tense verbs, the ending **-ed** makes them past tense.

jump + **ed** = jumpedturn + **ed** = turned

Use past-tense verbs to speak or write about events that have already happened.

Answer the questions using the past-tense form of each underlined verb.

1. Did Orv and Will leap up to catch the flying machine?

2. Did the boys fix their toy when it broke?

3. Did the printer climb over the baby-buggy press?

4. What did Will and Orv repair in their bicycle shop?

5. Did Will and Orv learn about lift and drag?

6. Did people appear to witness the first flight?



Name _____

Suffixes are word endings that change the meaning of a base word.

The suffixes *-y* and *-ful* mean “full of.”

dirty = full of dirt *joyful* = full of joy

The suffix *-ly* means “in a certain way.”

nicely = in a nice way

The suffix *-less* means “without.”

breathless = without breath

The suffix *-ness* means “the state of being.”

sickness = the state of being sick

Circle the suffix in each word. Then circle the correct meaning of the word.

1. cloudy

a. full of clouds

b. without clouds

c. in a clouded way

2. suddenly

a. full of sudden

b. the opposite of sudden

c. in a sudden way

3. powerful

a. without power

b. the state of being
powered by

c. full of power

4. shoeless

a. full of shoes

b. without shoes

c. the state of
having shoes

5. kindness

a. the state of
being kind

b. full of kind

c. without any kind

6. loudly

a. without loud

b. full of loud

c. in a loud way



Name _____

overcome
prehistoricterritory
nutrientsinvestigates
communicationsolitary
astronomer

Read each sentence and decide whether it is true or false. If it is true, write True. If it is false, write False, and explain why.

1. An ant *investigates* new discoveries of food with its antennae.

2. An *astronomer* is a scientist who studies ants.

3. Ants *overcome* problems by working alone.

4. Ants guard the *territory* in which they live.

5. Ants are not *prehistoric* creatures because they've been around for only about 500 years.

6. Some insects are *solitary*, which means they like living in groups.

7. Like ants, we get our *nutrients* from the foods we eat.

8. Ants use *communication* to tell each other where to find food.

Name _____

Writers use **description** to give their readers interesting facts and details about a topic. Often, description includes information that appeals to the readers' five senses.

Read the passage. Then answer the questions that follow.

The Life Cycle of the Ant

Egg

Ants begin life as tiny white or yellowish eggs. The eggs are oval in shape and less than 1/16th of an inch long. They hatch in two to six weeks.

Larva

Larvae look like small white worms. They don't have legs, and they can't move much. They grow for several weeks to several months. Larvae shed their skin over and over as they grow.

Pupa

During this stage, the ants change into their adult bodies. In the end, they look like white ants. Their legs and antennae are snug against their bodies. After this stage, they are full-grown.

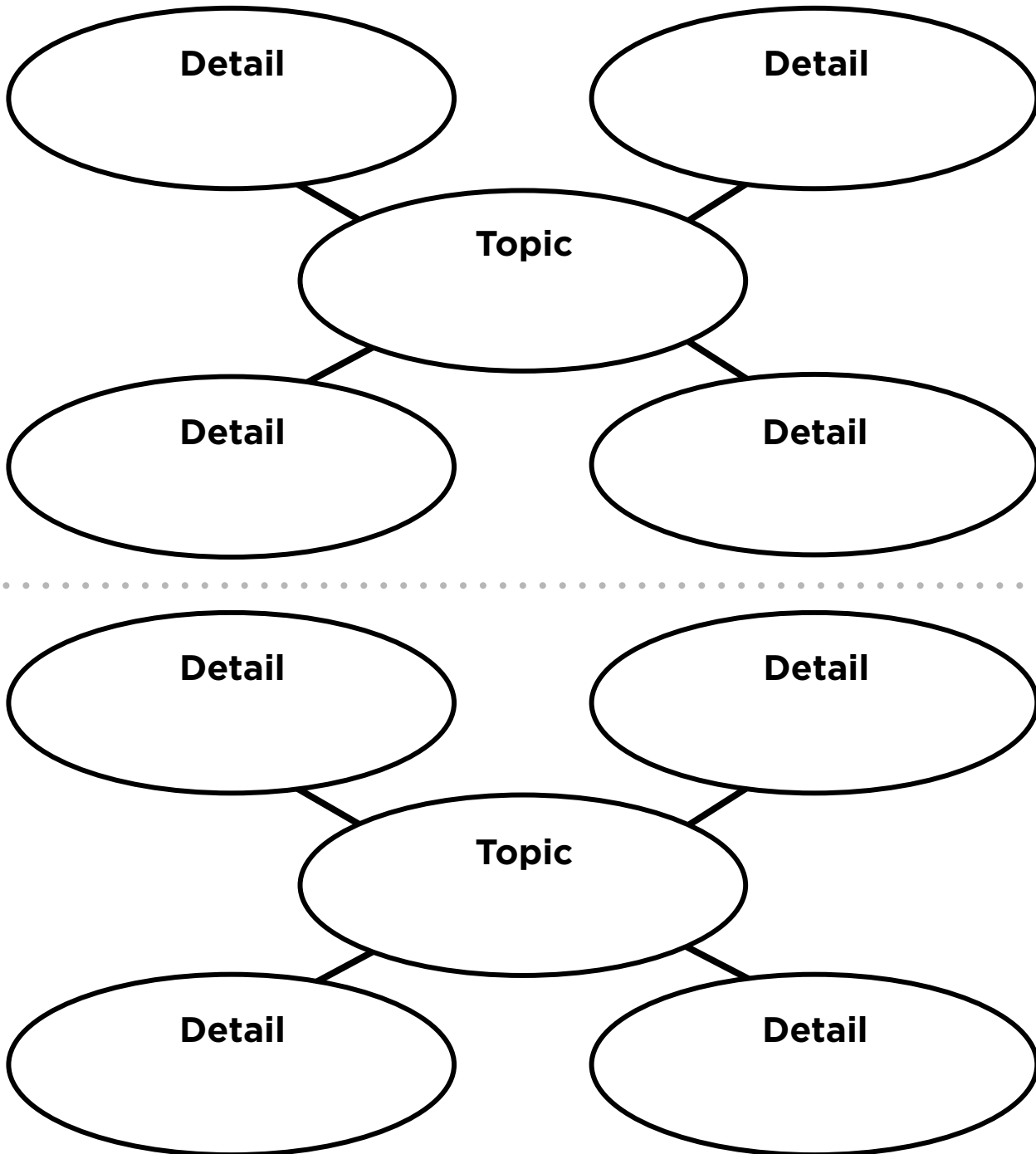
1. Give two details from the passage that relate to the readers' sense of sight. _____
- _____

2. Why does the author mention the detail that the eggs are 1/16 of an inch long? _____
- _____



Name _____

As you read *The Life and Times of the Ant*, fill in the Description Web.



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How does completing the Description Web help you analyze the text structure of *The Life and Times of the Ant*?



Name _____

As I read, I will pay attention to the pronunciation of vocabulary words.

Did you know that only the male cricket sings? A
 10 male cricket sings to attract a female cricket. This cricket
 20 **communication** is made when the male cricket scrapes
 28 its front wings together. Each wing has a sharp edge and
 39 a bumpy part like a file. First, the cricket lifts its wings.
 51 Then, it rubs the sharp edge of one wing against the file
 63 of the other. It is almost as if it is playing a violin. Each
 77 type of cricket has a different song.
 84 Crickets don't have very good eyesight. They depend
 92 on their hearing. But their ears aren't on their heads.
 102 Crickets have ears on their front legs. Each ear is a small
 114 hole with a thin covering.
 119 A long time ago, house crickets could be found near
 129 warm kitchen stoves. The crickets fed on crumbs that had
 139 fallen from the stove. They would also sit near the warm
 150 fireplace that heated the home. People often felt comforted
 159 by listening to the chirping crickets on cold nights. Today
 169 crickets inside homes must find a warm place to hide. 179

Comprehension Check

1. Describe crickets' ears. **Description**
2. Compare how crickets could live in houses in the past and today. **Compare and Contrast**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A **fable** is a short story that teaches a lesson, or **moral**. Fables often have animal characters that behave like people. The **plot** of a fable or other story is what happens in the story.

Read each fable and answer the questions.

A fire ant fell into a river and started to panic. A dove saw this happen, plucked a leaf from a tree, and dropped it near the ant. The ant climbed on the leaf and got safely to shore. “Thank you,” said the ant. “I wish I could repay you for your help.” The dove waved her wing and flew away. Soon after, a hunter came by and aimed at the dove. The ant ran up to the hunter and stung him on the foot. The hunter missed his target.

1. Why do you think the ant helps the dove?

2. What might the moral of this fable be?

A crow was very thirsty. He found a pitcher and tried to drink from it but couldn’t reach the water. Then he started dropping pebbles into the pitcher. With each pebble the water rose higher until, at last, it rose high enough for him to drink.

3. What is the most important event in the story?

4. What do you think the moral of this story is?



Name _____

Many English words came from other languages. Some words came from Greek, the language of Greece. Knowing the meaning of Greek roots can help you understand other words that use the same root.

Column 1*dino-* = terrifying*astro-* = star*tele-* = far*bio-* = life**Column 2***-logy* = the study of*-scope* = see*-saur* = lizard*-naut* = sailor

Match a Greek root from Column 1 with one from Column 2 to get the English word described. Then use the word in a sentence.

1. star sailor _____

2. see far _____

3. terrifying lizard _____

4. the study of life _____



Name _____

Three different letter pairs can stand for the /ûr/ sound.

er as in *alert* *ir* as in *thirsty* *ur* as in *furnace*Notice that /ûr/ does not occur in unstressed syllables. When *er* appears in an unstressed syllable (as in *mother*), the sound is represented with /ər/.whirling
scurryfertilizer
returnsdirty
perfectnurture
surface**Complete each sentence with a word from the list. Circle the stressed syllable in each word.**

1. Ants come to the _____ to look for food.
2. They _____ along the ground, leaving scent trails.
3. The leaves and petals they bring back are used as _____.
4. The queen ant flies into a cloud of _____ male ants.
5. The queen ant _____ to dig a hole and begin laying her eggs.
6. Nurse ants feed and _____ the larvae.
7. Digging holes is hard, _____ work, but that doesn't seem to bother the ants.
8. Their mandibles are _____ for scooping the soil to make new tunnels.



Name _____

A. Draw a line to match each definition to the vocabulary word that has a similar meaning.**Column 1**

1. one who studies the stars and planets
2. sparkled or flashed
3. lifting a heavy object,
usually with a machine
4. listening in on someone else's
conversation without them
knowing you are there
5. be victorious over

Column 2

- a. overcome
- b. hoisting
- c. eavesdropping
- d. astronomer
- e. glinted

B. Complete each sentence with a vocabulary word listed in the box.

headlines glider outstretched logical wistfully

6. The baby walked towards my grandmother's _____ arms.
7. Dad and I scanned the _____ to find the article about dinosaurs.
8. I wonder what it's like to fly in a _____.
9. It doesn't seem _____ to carry an umbrella on a sunny day.
10. Jon watched _____ as the ice cream truck drove away.

Name _____

C. Write the vocabulary word that completes each sentence.

stumbled upon inspected annoyed wingspan communication

11. The inventors must have been _____ when their first attempts to fly failed.
12. After having _____ the dinosaur skeleton, the archaeology student became famous.
13. Do you know which airplane has the greatest _____?
14. What means of _____ do ants use to warn the rest?
15. We _____ the nugget closely to determine if it was real gold.

D. Match each vocabulary word to its definition.**Column 1**

16. circular
17. unstable
18. reference
19. assured
20. solitary

Column 2

- a. living or being alone
- b. certain
- c. a source of reliable information
- d. round
- e. not steady